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ABSTRACT

This program manual provides materials for implementation of a Managing Independent Living Program for adult female offenders in a state residential facility. It also can be adapted appropriately for other institutionalized populations experiencing a transition to more independent community living and for non-institutionalized persons encountering a new level of independence. Introductory materials describe the target population, program goals and objectives, eligibility for participation, and participant and program evaluation. Information on program implementation covers organization, personnel, facilities, materials, schedule, cost, advisory committee, and community resources. The curriculum section first describes the decision-making and management process structures and then provides the curriculum, which is arranged from left to right across two pages. The left page contains process components, generalizations supporting the process components, and instructional objectives. The right page contains goal guides that describe specific student behaviors corresponding to the process components, suggested learning activities, and references for student materials. Curriculum is provided for 16 hours of group instruction and for individualized instruction sessions in three problem areas: career and life planning, housing, and consumer goods and services. Other materials are an annotated bibliography and community resources directory. Program forms are appended. (YLB)

ED224971

DE-INSTITUTIONALIZATION: MANAGING INDEPENDENT LIVING

An Adult Education Program for Incarcerated Women in Transition

Ruth G. Thomas, Ph.D.
Diane Pokorney, M.Ed.
Jane Berge, B.S.

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Introduction:

The Managing Independent Living Program is designed to help adults successfully assume responsibility for making and carrying out practical decisions associated with establishing and maintaining an independent living situation. An independent living situation is defined as one in which the individual has responsibility for setting and achieving goals, for determining needs of self (and possibly others) and ways to satisfy these needs, and for providing and managing resources.

The program is designed for persons who are approaching or experiencing a transition from a more dependent life style to a more independent one. The program was developed for, and implemented and tested with, adult female offenders in a state residential correctional facility. However, the concepts and processes are appropriate (with adaptation) for other institutionalized populations experiencing a transition to more independent community living and for non-institutionalized persons who are encountering a new level of independence in their lives (e.g. persons in county level correctional institutions, displaced homemakers, persons in non-residential treatment programs).

The program was developed, implemented and tested at the Minnesota Correctional Institution for Women (MCIW) at Shakopee, Minnesota. Development of the individualized portion of the program occurred over a 21 month period between October, 1978 and June, 1980. The group instruction portion of the program has been offered at MCIW since 1972.

MCIW maintains a population of approximately 65 women. Its metropolitan location facilitates access to a variety of educational institutions, training programs, service agencies, and other community resources.

Target Population:

The Managing Independent Living Program is for adults who can benefit from learning competencies and developing attitudes that facilitate independent living. The program is specifically designed for incarcerated adult female offenders who are approaching the transition between living dependent on a correctional institution and independent living in a community.

In 1977, a task force sponsored by the Minnesota Association of Women on Criminal Justice was charged with determining current and needed options for the female offender. Conclusions about the female offender established by the Task Force based on an investigation of research and practice included:

1) Has unrealistic perceptions which often lead to dependency on men, chemicals, food, parents, or institutions;
2) Does not assume responsibility for own behavior; tends to hold others responsible for crises and problems;
3) Lacks self-worth, esteem and identity; has difficulty making decisions, planning the future, and participating in self-determination;
4) Lacks knowledge of alternatives and options;
5) Tends to act impulsively; follows a self-destructive course of action.

The female offender is likely to have experienced one or more of the following: under-employment, physical and psychological abuse, negative role models, destructive relationships, and little positive reinforcement.

The female offender's situation is further complicated by her need to work to support herself, her lack of education and training resulting in employment in low paying positions, and her need to provide care and supervision for her children.

Given these characteristics and experiences, needs of female offenders as seen by the Task Force and researchers include management and decision-making skills, career development, self-assuredness and assertiveness, communication skills, value and time prioritizing, economic and identity self-determination, and positive reinforcement. The Managing Independent Living Program is designed to address these needs.

Program Rationale:

The period of transition from prison to community is a crucial one. Its success determines, to a large extent, the degree of adjustment to independent living in a community that incarcerated persons are able to achieve.

During the period immediately after release, the individual is faced with a large number of simultaneous changes. These usually include residing in a more independent living situation apart from an institution, increased responsibility for financial support of self and possibly others, and re-establishing oneself in a household that has changed in composition, age and relationship. As a result of these changes, the individual has need for vocational updating or retraining, developing new psychological perspectives regarding self and life style, and for personal living and management skills required to regain or attain an independent mode of living.

The Managing Independent Living Program is based on the premise that the introduction of alternative life styles and independent living skills facilitates economic and emotional self determination, and adjustment to community living. The program seeks to reduce self destructive characteristics and behaviors of participants by enhancing positive self-attitudes, and problem solving and decision-making abilities.

During the period of community re-entry, female offenders may have access to vocational training and counseling services but generally have little opportunity for education designed to provide the problem solving, management and decision-making skills required to move from a dependent to independent living situation. Cost, time, conflicting responsibilities, social barriers, transportation barriers, and low motivation are factors that mitigate against the likelihood that female offenders will seek such education on their own after release. Yet, it is at this time that these skills are critical. Consequently, the Managing Independent Living Program has been developed as an educational program that can be provided within the institution during the months prior to release.

Program Goals and Objectives:

General goals of the Managing Independent Living Program include:

1. Help participants develop competencies needed to create solutions to problems of independent living including:
    a. Management of resources (individualized goal setting, decision-making, resource identification and allocation)
    b. Choosing, developing, and maintaining a living environment which promotes positive growth for self and others (physical environment, interpersonal relationships, housing alternatives)

    c. Provision of basic goods and services (alternatives, consumer education)
2. Facilitate psychological adjustment of participants to independence (self-image, self-confidence, support systems)
3. Facilitate integration of participants into community life (using community resources, entry into educational programs, career development, employability skills)

While instructional objectives and learning activities are designed to develop highly generalizable competencies, instruction focuses on immediate and specific problems in three areas encountered by women as they re-enter the community. These areas include career and life planning, housing, and consumer goods and services. Helping participants to find socially and personally acceptable solutions to problems in these areas and to develop the skills necessary to implement the solutions represent the major goals behind the process curriculum. Skills viewed as necessary for being able to determine and implement solutions are addressed by the curriculum. These skills include the ability to:

1. Set and achieve goals for self
2. Develop a decision making process
3. Expand concept of resources
4. Use resources effectively
5. Locate, organize, process and use information
6. Set criteria by which alternatives and outcomes can be judged.
7. Interact effectively with others

8. Differentiate controllable from non-controllable elements in situations

9. Predict consequences

Program goals and objectives are accomplished through two instructional modes: group instruction and individualized instruction.

Eligibility for Participation:

Group instruction is designed to precede individualized instruction. In the test site, the group instruction was required; women participated in individualized instruction as part of their mutual agreement program (MAP). Not all group instruction participants entered individualized instruction; a few individualized instruction participants had not yet participated in group instruction. Eligibility for group session participation in the test site institution was based on the system of five living levels. Women entering the institution start at level one and earn their way to level five by taking on increasing responsibility and by demonstrating appropriate behavior. Women were eligible to participate in the group sessions, titled "You and Yours", when they reached living level three. Women were required to participate in "You and Yours" in order to enter the off-grounds vocational training program which they were eligible for at living level five. Generally, participants entered "You and Yours" group sessions one year prior to release.

Group Instruction

The purpose of group instruction is to encourage feelings of self-worth, to stimulate participants' thinking about possible futures, to introduce independent living concepts, and to develop interest in pursuing these concepts in greater depth through individualized instruction. Participants are challenged to think about what they want as opposed to what may sound good to others.

The group sessions focus on taking stock of where participants presently are in their life, where they would like to be and their role in getting there, alternative life styles, expectations they have regarding relationships with others, and use of money, time and other resources.

Eight years of experience with the group sessions in the test site has indicated that a format of eight two-hour sessions distributed over a two week period provides continuity and sustains high interest among participants. Group discussion and presentations by guest speakers are the primary instructional modes.

Frequent reference during group instruction to the individualized instruction is important so that participants understand that the individualized instruction will help them pursue directions they have identified during group sessions. The role of the instructor in group instruction is to plan and coordinate the sessions, identify guest speakers, present information and design experiences for participants, and to serve as discussion leader.

Group size should be controlled so that individual participation and group interaction is maximized. Groups ranging in size from five to fifteen provide an optimum situation.

Some independent work required outside the group is recommended as a part of group instruction. Such assignments serve to introduce participants to the kind of work that will be required of them in the individualized instruction and to increase participants' confidence in their ability to do independent work.

Group instruction in addition to the eight-session "You and Yours" has been implemented in the test site to serve additional functions. A series of group sessions has occasionally been developed to address problems common to several individualized instruction participants. These sessions have generally also been made available to women who are interested in the sessions but who are not involved in the program. A "You and Yours" alumni group was formed in the test site to give women who had participated together in the "You and Yours" group sessions an opportunity to interact, support one another, and to exchange information, insights, and progress reports.

Individualized Instruction:

Group instruction contributes to participants' awareness of the need for decision-making and goal setting; individualized instruction helps participants learn specific problem solving skills and procedures as they set goals and make decisions associated with their own transition.

Ideally, participants move from the group sessions to immediate participation in individualized instruction. Because this may not always be the case, the individualized curriculum is designed to accommodate individuals who may not have participated in the group sessions.

Individualized instruction involves one to one conferences between the instructor and participant. Recommended scheduling is one, one hour conference per week but this should be adjusted to accommodate the needs of the individual and the number of participants. Individualized instruction is intended to extend over a few weeks or over several months depending on the participants' goals, the amount of time available to prepare for the transition, and the particular problem areas to be explored.

A goal plan and progress record (see Appendix H) provides the framework for individualized instruction. The woman's major goal for instruction (e.g. to choose and implement a career) is entered at the top of this form along with the date by which the goal is to be reached and the importance of the goal. The progress record is used to identify weekly goals leading to achievement of the major goal and to record progress relative to weekly goals. Major and weekly goals are formulated by the participant with the assistance of the instructor.

Goal guides in the curriculum are designed to help the instructor guide participants in the formulation of weekly goals. Goal guides will need to be combined for participants who can accomplish several goal guides in one week's time. Goal guides may be subdivided for participants who need more than one week to accomplish the goal.

During each individual conference the instructor should help the participant review the goal(s) set during the previous conference, record the degree of achievement, and set goals for the week ahead. Goals for the week ahead will include a new attack on goals not achieved the previous week or new goals focused on the next step toward achieving the major goal.

The purpose of the individualized instruction is to support and assist participants in applying concepts presented in the group sessions to their own situation. Women learn skills related to problem identification, goal setting, information seeking and processing, decision-making, and planning and taking action and evaluating it as they prepare for their own transition.

The role of the instructor in individualized instruction is to assist and encourage participants in goal setting and monitoring progress, to engage participants in practicing new skills, and to support participants in pursuing goals. It is not the role of the instructor to do for the participant that which the participant needs to be able to do for herself. A variety of instructional modes are used, including phone and in-person interviewing, field trips to schools, training programs, community agencies, and housing units, reading, and paper and pencil activities.

Evaluation of Participants:

Evaluation of the participants is the function of participants themselves, the instructor, and other institutional staff. Self evaluation by participants is focused on the goal achievement records kept by each participant and the instructor. This record is developed as a part of instructional sessions as described in the previous section.

Instructor evaluation of participants is based on observations during instructional sessions, review of work completed by participants, and review of goal achievement records. A form for recording instructional conference proceedings and instructor perceptions is provided in Appendix I. Development of case records by the instructor based on institutional records and program participation is recommended. A form to guide the development of case records is provided in Appendix J.

Evaluation of participants' development by other institutional staff should be carried out periodically. A rating form is provided in Appendix L for this purpose. This form may be used as a pre and post assessment of the participant's status with respect to areas of development. In addition, regularly scheduled team staff meetings are recommended in which general progress of participants as perceived by all staff who work with the participant is discussed.

Participants' knowledge and understanding of content and development of cognitive skills can be assessed by the Adult Performance Level (APL) Assessment. Various instrument formats are available for diagnostic and assessment purposes. These are available from the APL measurement materials source listed in the annotated bibliography. APL components which address skills and content included in the Managing Independent Living Program are consumer economics, occupational knowledge, and community resources, although parts of the health, and government and law components are applicable also depending on the woman's goal area.

Two types of program participation verification were employed in the test site. Participants who successfully completed the program were awarded a certificate of program completion from the cooperating area vocational technical institute. Participants who desired college credit had the opportunity to earn up to three credits (one credit for each ten weeks of individualized instruction including a minimum of one, one-hour conference per week and satisfactory completion of all related assignments) if enrolled in the career and life planning area. Standards for awarding the certificate and the college credits were the same as those the area vocational technical institute and the community college used in similar programs or courses. Evaluation of participants regarding accomplishment and eligibility for certificate or credits was the responsibility of the Managing Independent Living instructor.

Evaluation of Program:

Review of participants' progress using the approaches described in the preceding section is one approach to evaluating the program. This is most helpful when some expected level of achievement is identified for each participant and actual progress is compared to expected progress.

Participants' perceptions about the value of the program provides a consumer perspective. A form for obtaining these perceptions is included in Appendix K .

Follow-up of participants after they have left the program and entered the community is a third approach to program evaluation. The feasibility of this approach depends on the mobility of participants and their willingness to cooperate. Interviews with participants and the participant perceptions form (See Appendix K) can be used to gather information. If the participant is in regular contact with a representative of an institutional system, (e.g. parole officer, social worker) the staff rating form presented in Appendix L could be used.

Program Implementation:

Organization: The program can be implemented within a single agency, institution, or educational program. There are advantages, however, to building cooperative structures involving some combination of these. Two such advantages are closer contact for program participants with community resources, and more flexibility in funding arangements. Institutions involved in the test site and their respective functions included: a residential correctional facility which provided day to day supervision of the program and coordination of the Managing Independent Living Program with other programs in the institution; an area vocational technical institute which served as the employer of the instructor, the fiscal agent for adult vocational consumer homemaking funds, grantor of certificates of completion to participants; a community college which granted credits to participants desiring these and who satisfactorily completed program requirements and served as an educational resource for participants.

Personnel: Instructional personnel represent the major personnel need for the Managing Independent Living Program. Although the test site employed one full time instructor for the individualized instruction and one part time instructor for the group instruction, these roles could be combined provided qualifications are available in one person and program size allows one person to assume both roles.

The group instructor role includes assessing needs of participants, planning and coordinating the group instructional sessions, contacting appropriate resource persons, leading discussion during the sessions, and encouraging participation in the individualized instruction. Qualifications important in the group instructor include the ability to work with adults, understanding of needs of client population, ability to create enthusiasm and interest, ability to establish credibility with an adult female correctional population, knowledge and understanding of program concepts and skills, ability to develop working relationships within the institution, and educational expertise. The individual employed in this position in the test site had a background of experience as a vocational rehabilitation counselor in the institution, had graduate level training as a home economist and educator, and had a personal track record of successfully setting and achieving life goals and transitions.

The individualized instructor role involves assessing needs of participants, scheduling and working with participants on a one to one basis, coordinating the Managing Independent Living Program with other institutional programs, developing curriculum and program, keeping records concerning participants' progress in the program, serving as a team member of institutional staff, providing linkage between community, participants and institution, educating the community regarding needs and abilities of participants through establishing and maintaining working relationships with community resources and programs, serving as a responsible advocate for participants in dealing with community resources, accompanying participants on field trips, and planning and arranging group instructional sessions when common needs arise among participants.

Qualifications important in the individualized instructor include educational expertise, knowledge and understanding of program concepts and skills, ability to work with adults, understanding of needs of client population, ability to support and challenge participants, ability to keep accurate and thorough records, ability to establish credibility with an adult female correctional population, thorough knowledge of community and its resources, and ability to appreciate small steps of progress. The individual employed in this position in the test site had a background of experience in community-based treatment programs for adults, held a bachelors degree in home economics and a masters degree in home economics education, and had a strong interest in and commitment to independent living and self-determination concepts.

Because both instructors were licensed adult consumer homemaking instructors, a portion of their salaries were provided by state adult consumer homemaking funds. The instructors were employed through a local area vocational technical institute which served as the fiscal agent for the adult consumer homemaking funds and provided the employment structure (salary schedule, vacation structure, etc.). This arrangement provided instructors with opportunities for interaction with other adult educators, in-service education, and exposure to programs available in the area of vocational technical institute. Instructors were physically located at the correctional facility.

Administration of the Managing Independent Living Program was the responsibility of the Education Director for the correctional facility in the test site. This role included day to day supervision of instructional personnel, coordination of correctional facility employment structure with area vocational technical institute structure, responsibility for staff development, and coordination of the Managing Independent Living Program with other institutional programs.

Administrative services were also provided in the test site by the adult education coordinator at the cooperating area vocational technical institute. These services included development of budget proposals to access state adult consumer homemaking funds, supervision of instructor compensation, and preparation of fiscal reports.

Facilities: Required program facilities include a room where group instruction sessions can be held, and an office where individual instruction conferences can be held and instructional records and materials can be housed. A resource center in which reference materials are available to participants is also needed but can be provided as part of an already existing library, classroom, or lounge area. Informal as opposed to formal classroom-type settings are viewed as most conducive to group interaction and instructor-participant communication.

Materials: Instructional materials needed to implement the program are listed alphabetically by author or title in the annotated bibliography. Cost, source, and use information is included for each item listed. Materials can be obtained gradually as the program is implemented.

Schedule: The program is designed so that it could be provided at any point during a woman's incarceration. Experience with the program has indicated that one year prior to release is an optimum time for a woman to enter the program and see it as preparation for the transition to the community. In the test site, group sessions were needed twice per year to accommodate women approaching release. Approximately 30-50 women could be served per year in group or individualized instruction with staffing described.

Cost: The major recurring cost for the program is salary and benefits for the instructor(s). Salary levels will vary from one region to another but will need to be competitive in the market place for persons with graduate level training and credentials. Administrative costs were provided in-kind in the test site. Some supplies and expense budget is needed on a recurring basis to cover educational materials, paper supplies, and instructor expense related to field trips. If qualified personnel are hired, state vocational education or other reimbursement for salary and some expenses is possible at varying levels depending on state guidelines. Recurring program costs at current cost levels total approximately $20,000 per year. With reimbursement, institutional costs could be cut to from $2,000 to $10,000. In the test site, total recurring costs were less than the average cost of maintaining one woman in the correctional facility for one year.

Start up costs include materials and references, office furniture and equipment, and classroom furniture and equipment. If equipped office and classroom space are available, then start up costs would be considerably smaller - approximately $500 for books and materials.

In the test site, college credit through a local community college was available on an optional basis for participants pursuing individualized instruction in the career and life planning area. This arrangement involved curriculum approval by the community college. One credit per quarter was available. Costs for credit were set at the standard rate charged by the college for its regular courses.

Advisory Committee: Establishment of an advisory committee is recommended to broaden the base of ideas from which the program can be operated and to provide links between the program and the institution and between the program and key community resources. Members of the advisory committee for the test site program represented the following agencies, institutions, or perspectives: a community based court diversionary program serving females, a community based agency providing career counseling and educational services to displaced homemakers, State Department of Corrections, former correctional facility residents and "You and Yours" participants, a CETA representative, state adult home economics supervisor, state education agency special needs coordinator, local area vocational technical institutes, correctional facility staff and administrators, and college and university representatives.

Community Resources: Helping participants become acquainted with and make contact with community resources prior to the transition to the community is an important aspect of the Managing Independent Living Program. Community resources most frequently used in the test site are listed alphabetically by problem area in the Community Resources Directory. Although most of the resources are local, they are listed because it is anticipated that other communities will have some similar resources available.

Curriculum:

Structure: The curriculum document is intended for the instructor's use in guiding the participant through the decision-making process. It is not intended for student use. Listed references are intended for student use.

Features of the curriculum can be outlined as follows:

-the curriculum can be carried out in a residential setting

- the curriculum represents an educational strategy for teaching management and problem solving
- the curriculum is designed to develop skills, knowledge, competence, attitudes
- the curriculum is process-oriented
- application is emphasized in the curriculum
- generation of alternatives is emphasized in the curriculum
- the curriculum is goal-oriented
- allows participants to begin working immediately on long or short range goals
- the curriculum focuses on the individual as a whole person
- the curriculum is individualized; the individual works at own rate on own goals
- individuals with varying levels of capability can be served
- pool of learning activities allows selection of those most appropriate for different individuals and provides repeated practice opportunities through multiple approaches to learning concepts and skills
- evaluative/feedback mechanisms are built into the curriculum through tangible progress indicators
- references are appropriate for adult learners and for the target population

Decision-making and management processes provide one dimension of the structure for the curriculum. This process structure is indicated in Figure 1. The processes depicted in this structure take the individual from a point where the need for a decision or action is perceived through an investigation of alternatives, to deciding between the alternatives and through implementing the decision. These basic process components are designated in the outline in Figure 1 by the major headings. This structure shown in outline form in Figure 1 is shown in a graphic presentation in Figure 2. Major

DECISION MAKING PROCESS STRUCTURE for INDIVIDUALIZED INSTRUCTION CURRICULUM

PERCEIVES NEED FOR DECISION-MAKING REGARDING GOALS AND ACTION.

SEARCHES FOR ALTERNATIVES.

- ◆ Gathers information about possible potential alternatives.
    - Identifies gaps in knowledge about potential alternatives.
    - Identifies possible sources of information about possible alternatives.
    - Identifies criteria in selecting a source or sources of information.
    - Records information discovered.
    - Identifies the alternatives to be examined.
- ● Identifies constraints relevant to alternatives.
- ■ Examines resources that affect decision.
    - Identifies material, human, and community resources that relate to decision.
    - Determines which resources one is willing to use for given demands.
- ▲ Examines values and goals that enter into decision.
    - Identifies personal needs, values and goals that enter into decision.
    - Identifies family's needs, values and goals that enter into decision.
    - Identifies community's needs, values and goals that relate to decision.

CHOOSES BETWEEN ALTERNATIVES.

- ◆ Integrates information gathered about alternatives, resource demands, values, goals, and constraints.
    - Determines possible action for dealing with constraints.
    - Determines which resources one is willing to use for given demands.
- ● Differentiates alternatives on the basis of desirability and feasibility.
- ■ Identifies possible consequences of each alternative being considered.
- ▲ Makes a commitment to one alternative.

PLANS A COURSE OF ACTION.

- ◆ Chooses a course of action.
- ● Decides which steps to take.
- ■ Decides sequence of steps.
- ▲ Designates dates and times for steps.

IMPLEMENTS PLAN.

- ◆ Checks progress in relation to plan.
- ● Identifies confounding and facilitating circumstances and their relationship to progress.
- ■ Adjusts plan, action, or circumstances if needed.
- ▲ Assesses outcome of chosen alternative.
    - Compares actual results with intended results.
    - Assesses satisfaction with outcome.

Figure 1

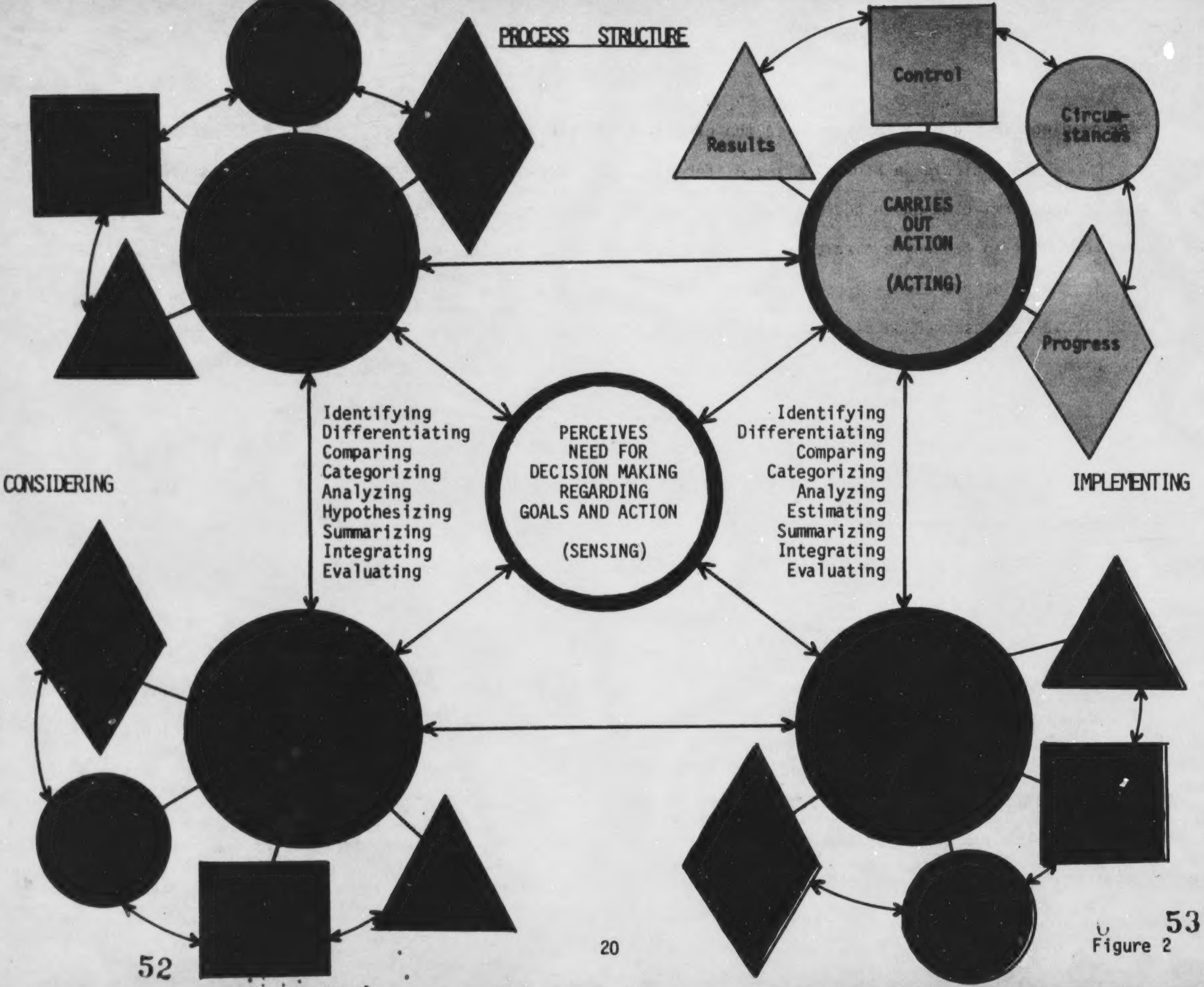
PROCESS STRUCTURE
Results
Control
Circum-stances
CARRIES OUT ACTION
(ACTING)
Progress
Identifying
Differentiating
Comparing
Categorizing
Analyzing
Hypothesizing
Summarizing
Integrating
Evaluating
PERCEIVES NEED FOR DECISION MAKING REGARDING GOALS AND ACTION
(SENSING)
Identifying
Differentiating
Comparing
Categorizing
Analyzing
Estimating
Summarizing
Integrating
Evaluating
CONSIDERING
IMPLEMENTING

Figure 2

headings in Figure 1 correspond to the circles in Figure 2.

Each circle in Figure 2 is a different color; these colors correspond to the color of the pages in the curriculum which address the component of the process identified in the circle. The perceiving component in the white circle is presented on white pages in the curriculum; the investigating component in the goldenrod circle is presented on goldenrod colored pages; the deciding component in the blue circle is presented on blue pages; the planning component in the green circle is presented on green pages; and the acting component in the yellow circle is presented on yellow pages.

Four circles in Figure 2 are surrounded by a series of geometric shapes. The terms located inside the geometric shapes represent key concepts related to the major concept identified in the circle. The geometric shapes are indicated in the curriculum where the key concepts for the color-coded major concepts are addressed. These key concepts and their geometric and color codings presented in Figure 2 correspond to the sub-headings, under the major headings in the outline in Figure 1.

Both the outline form and graphic representation of the process structure are presented because each emphasizes a different perspective concerning the curriculum. The outline in Figure 1 shows the entire process on one page. This process, line by line, is repeated in each problem area curriculum under the "process" column heading. The outline in Figure 1 is provided to enable the instructor to see the entire process at once and to discern relationships between its parts.

The graphic presentation of the process in Figure 2 diminishes the linearity of the process structure implied by the outline in Figure 1. While logically, the process is a sequential one, most humans engage in the process in a far less sequential or linear manner than is implied in Figure 1. Figure 2 is presented to show that movement back and forth, across and through the process components is not only possible but likely. An illustration of how this works is inherent in the person who, starting with action, bought a car, found the car's appetite for gas was larger than budget would allow, sold the car, and was back at "searching for alternatives". The point is that the process can be learned and, once learned, sequential thought and behavior patterns are likely to be used more frequently. Thinking of the process as a fluid structure is important in allowing a participant to enter the process in any major component their thinking appears to be focused and helping them to see the need for sequence. One is unlikely to be successful in encouraging a participant to look at more than one alternative when the participant is motivated to immediate action. When a participant has had the opportunity to see the need for alterantives, readiness to step back from action to consider alternatives is more likely.

Figure 2 also highlights two major categories within the process structure: considering functions which involve goal setting, alternatives seeking and decision-making, and implementing functions which involve planning, management, and action. To illustrate these two major functions, a line could be drawn in Figure 1 separating the last two major headings ("plans a course of action" and "implements action") from the first three major headings. Those three headings above this imaginary line concern considering functions; those two headings below the imaginary line concern implementing functions. This is a helpful way to look at Figure 1 because it makes apparent the emphasis in the process structure and in the curriculum on the considering functions. When the process is not used sequentially as in the example of the person with the sports car that guzzled gas beyond what budget could provide, it is usually the considering function that has been bypassed. Given female offenders characteristic lack of knowledge of alternatives and options, emphasis has been placed in the curriculum on developing abilities related to considering functions. Because values and goals are more abstract concepts, the section of the curriculum which focuses on these concepts is placed later in the sequence when individuals are more likely to be ready to deal with these concepts, rather than at the beginning of the process.

Considering functions should not be thought of as an armchair exercise. The curriculum requires the participant to be as active in the considering phase as in the implementing phase. Mental processes needed for the considering and implementing functions are listed on each side of the diagram in Figure 2. The need among participants for development of higher level cognitive skills is reflected in these processes.

The second dimension of the curriculum structure is the three problem areas to which the process has been applied. These problem areas include career and life planning, housing, and consumer goods and services. All three problem areas are focused on developing goals and action related to the transition to community life. The complete process outline presented in Figure 1 forms the basis for instruction in each of the three problem areas. As participants solve specific practical problems they learn skills which will help them analyze and solve other practical problems. A participant can choose to work in any one or all of the three areas. It would not be redundant for a participant to receive instruction in all three problem areas because, while the process is the same for each problem area, the specific concerns, activities, resources, and applications are different. Participants who work in more than one problem area gain wider experience with the process and enhance their chances of becoming competent users of the process. Whether or not work in more than one problem area simultaneously is advisable depends on the ability and motivation of the participant.

Format: The curriculum is arranged from left to right across two pages. The left page contains process components, generalizations supporting the process components, and instructional objectives aimed at developing participants' knowledge, attitudes, understanding, and skill relative to the process component.

The right page contains goal guides which describe specific student behaviors corresponding to the process components on the left page, multiple learning activities from which choices can be made by the instructor, and references for student materials. The right page is designed to guide the instructor in structuring contact time with participants and assignments to be completed by participants. Goal guides are provided to help the instructor identify with the participant weekly goals leading to the achievement of major goals. Goal guides are italicized to make them easily identifiable. Goal guides provide a "road map" for helping participants work through the process. Some participants will be able to focus on several goal guides in a given session; others will benefit more from focusing on a single goal guide at one time. For other participants, the instructor will need to subdivide the goal guides into smaller parts. It is important that goals for the week are mutually set by participant and instructor with the participant taking increasing leadership in this function as instruction proceeds.

Learning activities represent experiences which will allow participants to learn and to practice the skills or apply the understandings identified in the instructional objectives. In most cases, multiple learning activities are provided so that those most appropriate for individuals can be selected. Some activities will require adaptation to make them more appropriate for individual participants. A strong effort has been made to include learning experiences that are appropriate for adults and for participants' basic skill levels. Some participants may benefit from doing all suggested activities for a given goal guide; for others, one activity may be sufficient. Additional learning activities will undoubtedly be developed by instructors. Space for adding these and other notations has been provided throughout the curriculum.

References identify materials helpful in providing background information about a concept or skill to participants or in supporting a particular learning experience. References that are available commercially, are listed along with their source and cost in the annotated bibliography. A bibliography is also provided for each problem area. This listing includes those references that apply specifically to the problem area. Complete information concerning references listed in the problem area bibliographies is provided in the annotated bibliography. References that have been developed as a part of the curriculum are included in the appendices for each problem area. All references have been selected for their appropriateness for adults and the special needs of the target population. As with the learning experiences, it is anticipated that instructors will add references as new materials become available or are discovered.

Some goal guides, activities, and references have been starred. The purpose of the asterisk is to indicate those goal guides, activities, and references which are basic to any participants' understanding of the process and which are appropriate for persons with less developed reading and cognitive skills. Unstarred goal guides and activities represent opportunities for some participants who can do more complex and abstract operations and who have more highly developed reading and other basic skills to obtain a deeper understanding of concepts and a higher level of process skills.

In summary, the right page of the curriculum offers a specific guide for day to day instruction. The left page indicates the link between the instruction and the processes to be developed by participants and provides material designed to help the instructor understand the purpose and rationale behind the instruction.

Employability Skills Mini-guide: An outline of topics and related references concerning employability skills has been included for the purpose of meeting participants' needs for such skills. Since these are not part of the decision process, but represent an area of specific skill development needed by many participants, this outline is included as a separate section. References listed are described in the annotated bibliography. The mini guide is provided as a resource for instructors' use in developing employability instruction on a group or individual basis.

Group Sessions: Curriculum for the sixteen hours of group instruction is provided on pages 32 - 37 . The major activity is group discussion and presentations by resource persons and the instructor. A supportive atmosphere, a focus on the future, and stimulation of thinking about possible goals characterize eight two-hour sessions. The following scenario illustrates the atmosphere that is created in the first group session:

Leader: "What would you do (assuming that you were living on the outside) if you were told you had only 24 hours to live? - What would you do? Who would you choose to be with? Where would you go? For now, don't let the issue of money hold you back from certain choices. Assume you have money to cover all choices and any expenditures."

The bean bag chairs in which the eight group participants were languidly postured took new shapes as the leader's questions stirred thought and movement among the participants. Responses of "Oh how morbid!", "I don't know," "Sex!, Sex! Sex!" were heard among whispers, laughter and mumbled remarks.

First Participant: "I'd fly to Jamaica with my man, go to Paris for dinner, watch the sunset in Switzerland, and then party all night in Tahiti."

Second Participant: "I'd spend time with my family and write letters to each of my children telling them how much I love them."

Third Participant: "I'd have a gigantic party, inviting everyone I cared about. I'd rent a plane for all the guests and we'd have the party in Hawaii. My entire family would be there."

Comments, laughter, and smiles accompanied participants' responses. As each of the eight participants described their ideas, the energy level of the group rose and an atmosphere of mild excitement prevailed.

Leader: "Now, again assuming that you are living on the outside, what would you do if you were given one million dollars?"

First Participant: "I'd buy a house for my Mom. I'd buy a house for me (furnished with the best), buy a sports car, buy some clothes, and put some money in the bank and live it up."

Leader: "That would be great."

Second Participant: "I'd buy a cabin up north and just live."

Leader: "I'll be over to visit."

Third Participant: "I'd go on a trip around the world since I've always dreamed of traveling. Some of the money I'd put in the bank. I'd invest some so I'd keep getting more, take out a big life insurance policy so that if I die on my trip my boys would be provided for, and then I'd also take some money to just spend."

Leader: "So your sons are very important."

At the end of the round of sharing, the leader indicated how links could be drawn between dreams and reality and stressed that dreams are possible to a certain degree if you really want them to be.

Leader: "Let's take Angie's wish to travel around the world. How could she go about achieving that? What are the major steps toward getting there? What skills/steps has Angie already achieved? What skills/steps does she need to develop?

The participants offered suggestions in response to the leader's questions. The leader summarized the discussion by stressing that dreams can come true if a person is willing to act;

action begins where a person is - the beginning point is now; the present prison environment does not negate dreams; recognition of the subgoals and steps which lead to long term goals leads to goal achievement; work with the present and develop a plan; you can make it happen.

The supportive and accepting atmosphere is continued throughout the series of group sessions as aspects of independent living are examined. The specific topics listed in the curriculum have evolved over the eight year period in which the group sessions have been offered. Adaptation for specific group needs is recommended.

Individualized Sessions: Individualized sessions should begin for a participant immediately following the group instruction sessions whenever possible. Individualized sessions should be scheduled regularly and frequently. A week interval between individualized instruction conferences is recommended. Approximately an hour should be scheduled for each conference. Flexibility in scheduling will be necessary to accommodate needs of participants and other demands on their time.

The first task for the instructor will be to gain some understanding of the participant, her background, and her concepts about her future. If the individualized instruction staff is different from the group session instructor it is recommended that the individualized instruction staff participate in the group sessions. The problem area to be explored and the individual's major goal for individualized instruction will need to be identified during the first few sessions. Once these have been established, the instructor works with the participant to think through her goal, discover and create solutions, and implement and evaluate those solutions. Individualized curriculum for career and life planning goals is presented on pages 38-113, for housing goals on pages 114-183, and for consumer goods and services goals on pages 184 - 281. The goal guides in each of these problem areas are designed to be the focal point of individualized instruction sessions. Many participants have already settled on a way of handling a problem before they enter individualized instruction. In many cases alternatives will not have been considered. The curriculum is designed so that the instructor could begin to work with such a participant in the blue decision or yellow planning sections of the problem area curriculum. If the approach to solving a problem is not one that will work well for a participant this will become apparent as the participant works through these sections of the process and the need for looking at alternatives will be more readily accepted. At this point instruction in the goldenrod searching for alternatives section should begin. Some participants will be open to looking at alternatives when individualized instruction begins, in which case instruction should be initiated in the white section of the problem area which addresses the beginning of the process.

Some participants' goals will not be able to be carried out completely while the women is institutionalized. In such cases work toward a goal should proceed as far as it can with a definite plan formulated for carrying out remaining steps.

A brief scenario illustrating the nature of individualized instructional sessions is presented below:

Instructor: "Hello Mary - how are things going?"
Mary: "OK - but I'm tired."
Instructor: "Your son spent the weekend here with you, didn't he? I can see why you're worn out!"
Mention of her two-year old son brings a smile over Mary's face. She and the instructor chat for a few minutes about Mary's son and her weekend spent with him. Then the instructor turns the conversation to last week's individualized instruction session.

Instructor: "To get a perspective as to where we are, let's review what we talked about last week, in our initial meeting. We graphed out on a time-line the over-all picture of your time here and the responsibilities you have to fulfill during this time. You indicated that your first priority for working with me is to focus on career planning. You said that you want to become a parole officer. Schools and financial aid are the two major concerns. The goal you entered on the goal guide sheet is to develop a plan for schooling that will prepare you to be a parole officer. Correct?"

Mary: "That's right. I want to be a parole officer."

Instructor: "What are some ideas or plans you have already thought of as steps toward becoming a parole officer."

Mary: "I just want to find a school in Minneapolis that can make me a parole officer."

Instructor: "Do you have any special schools in mind?"

Mary: "No, the school just has to be near a busline in Minneapolis so that I can get there."

Instructor: "All right. Are you aware of what the training process entails and what the qualifications are for becoming a parole officer?"

Mary: "Not really - I know that Edgewood Community College offers a two-year law enforcement program. What I know is that I want to be a parole officer."

Instructor: "That's right - Edgewood does offer a two-year program. Also, South State is well known for it's programs in criminology, and has a training program for parole officers. Other training programs for becoming a parole officer are also available. It appears that finding out more information about training programs and required qualifications would be a helpful place to start our work together. This information will help in deciding about determining specific schools and programs. A computer terminal is located downstairs, in the schoolroom. The computer is a central source of information about careers. Have you ever operated the computer?"

Mary: "I haven't, but I've seen others use it."

Instructor: "I can show you how to run the computer - it's easier than it looks! Then you will be able to do an information search about the career of parole officer. This is a good starting point, as the print-out will list information about the job, training, schools, employment outlook, salary, schooling costs, and related jobs. Would you be interested in using the computer?"

Mary:"Yeh, that would be OK."

Instructor: "Also, two parole agents are officed here within the institution. They do not serve the residents here but they could probably provide you with some "real life" information about the job."

Mary: "Really? I'd like to talk to them!"

Instructor: "I'll check with them about that possibility. In the meantime you can run the computer. I'm curious about why you want to become a parole officer. What attracts you to this type of work? Did you once have a parole officer who strongly impressed you?"

Mary: "I don't know - ever since I was little I wanted to be one."

Instructor: "Do you know the tasks and duties of a parole officer?"

Mary: "I know they help people who are coming out of prison and I want to help people."

Instructor: "Did you ever want to be a social worker?"

Mary: "No, I just want to be a parole officer. I think I can help people."

Instructor: "Have you thought about working with a certain group of clients - such as juveniles, adults, men, women?"

Mary: "I think I want to work with people in their twenties."

Instructor: "Another wide area for consideration is the system in which you choose to work; there are local level programs in community corrections. Some parole officers work at the state level. Settings differ too. For example, halfway houses, detention centers battered women centers, crisis centers, re-entry services are all parts of the community level system."

Mary: "Well I'm not sure where I want to work yet - I haven't thought about all of those places."

Instructor: "From today then, it appears that in your planning for becoming a parole officer, you need to gather information about the job of the parole officer itself (role, requirements, schools) and also information about yourself in relation to the job of parole officer (what type of clients, what system, why some of these are more appealing to you). Does running a computer search about the job of a parole officer and thinking about the job and its requirements sound like a reasonable goal for next week?"

Mary: "That's OK with me."

Instructor: "OK. Why don't you enter those on the goal sheet before you leave today. I'll talk with the parole officer here as we discussed. I'll plan to see you here at the same time next week. We'll plan to discuss the results of your computer search and your thinking about the questions we've identified.

Mary enters her goals in writing on the goal sheet. She takes the sheet with her. The instructor keeps a copy.

[redacted]

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PERCEIVES NEED FOR DECISION-MAKING	Self-image is a significant factor in the life style one chooses and perceives as possible and/or desired.	Appreciation of own self-worth.
	Living independently involves an ability to perceive need for decision-making and requires an ability to make decisions.	Is aware of the concept that decision-making is part of an independent life-style.
	These decisions are made within a framework of long and short range goals for producing an acceptable quality of life.	Understands role of goal-setting, decision-making, and planning in achieving a desired lifestyle. Is aware of alternative lifestyles.
	Goals based on values which are understood and accepted are more likely to lead to action that is consistent with those values.	Is willing to examine values.
	If goals are set at unrealistic levels they are likely to lead to self-defeat. If goals are set within one's potential but provide an optimum level of challenge, goal achievement and growth in self esteem are more likely to occur.	Examines expectations for own development.
	Means for achieving goals require the use of resources. Management of resources affects extent and quality of goal achievement.	Is aware of various types of resources. Is aware of the impact of resource management on goal achievement.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies anticipated life changes and choices.**	Participates in 8 two-hour "You and Yours" group sessions concerning the following:* 1) Individual long and short term goals 2) Realistic self-expectations 3) Realistic expectations for human relationships 4) Relationship between self and environment 5) Self-control and self-investment 6) Recognizing, managing and using resources Specific group session topics could include: -What do you want out of life and how to get it -Your self-image -You and your relationships -You and your children -You and your environment -You and your money -You and your work -Community resources	Small group instructor Resource speakers Group members

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Selects one decision area to pursue.*	Discuss decision areas that need to be addressed related to anticipated life and career changes. With instructor, prioritize decision areas based on urgency and importance. With instructor, determine those decision areas for which planning and/or action can begin now. Of those decision areas that can be addressed immediately, identify one that you will pursue.	

[redacted]

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PERCEIVES NEED FOR DECISION-MAKING.	Living independently requires an ability to perceive when decision-making is needed and requires an ability to make decisions.	Is aware that decision-making is involved in an independent lifestyle. Identifies need to make decisions regarding lifestyle and career.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies a minimum of three reasons that making a decision about a career direction is important at this time.**	Read references regarding decision-making.	Bolles, R.N. The Three Boxes of Life and How to Get Out of Them, "The victim mentality", p. 49-58. Scholz, et al. "If you don't decide, you've made a choice", p. 4-5.*
	Describe the role of decision-making in each of the following:	Scholz, et al. "Marlene: what's important", p. 8-9.*
	Read case study of persons who have planned their careers.	
	Interview people about career planning they have done.	
	Identify two people whose careers have turned out how you would like your career to develop. Discuss with the individuals major factors which have influenced such a career path.*	
	Draw a career lifeline of these persons.*	Scholz, et al. "Lifeline", p. 10.*
	Write down your objective for making a decision about a career direction.*	Scholz, et al. "Critical decision", p. 26.* Loughary, J. "Career decision worksheet", p. 104-105.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
SEARCHES FOR ALTERNATIVES.	Decision-making involves consideration of two or more alternatives. Alternatives are the substance from which choices are made. Having a number of alternatives to consider expands one's opportunity for choice. Multiple alternatives also provide additional options to rely upon later, if needed. Information is a key element in the generation of alternatives. Consequently, information contributes to the decision-making power of an individual. Information relevant to identifying alternatives includes knowledge about the decision-maker and the decision-area. Relevant knowledge about the decision-maker includes values, goals, commitments, skills and abilities and other resources, and constraints within which the decision-maker must operate. Information about the decision-area includes facts, concepts, and characteristics relevant to the area of concern.	Is aware of the relationship between alternatives, information, and decision-making.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies the number of career alternatives presently in mind.**	Review problem area selected.* Describe currently perceived career alternatives.*	
States the number of career alternatives one would like to have available.	With instructor, discuss the degree of choice available among the career alternatives described and how satisfied you are with that number of options.	Scholz, et al. "Developing alternatives", p. 65.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Gathers information about potential alternatives.	Usually, the more one knows about oneself, the better able one is to make a sound career decision.	Is aware of career-relevant interests and experiences.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Reviews past experiences and interests that are relevant to career choices.**	Compile a record of your past schooling, educational experiences, and paid and unpaid work experiences.*	
	Draw a workline.*	Kirn, A.G. "Your lifeline - where have you been?", p. 19-25.*
	Rate degree of satisfaction for each work experience (paid and unpaid).*	
	Determine what common elements exist in peak work experiences leading to high level of work satisfaction.*	
	State reasons why you became involved in these past work experiences (paid and unpaid). List those reasons which appear most often.*	
	Identify your skills and one job which relates to each skill.*	APL Series. Occupational Knowledge (Student Workbooks), "Identifying Skills", p. 7-9.*
	Using the Workline Analysis as a reference, list the skills and knowledge required for each job you've had.*	
	With the help of another person, do some creative thinking as to self-analysis. Complete the sentence "I am a good____________."*	
	List all characteristics and skills associated with your identified "good_____________."	
	Drawing from the list of characteristics and skills, make inferences as to all the possible jobs you think of that could be generated from the characteristics list.*	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Explores potential future career interests.**	Complete a self-inventory of your functional skills.*	APL Series. Occupational Knowledge (Student Workbook), "Skills I Have", p. 10-11.*
	Discuss identified skill and knowledge areas with your instructor.*	Scholz, et al. "What are you capable of doing out in this world?", p. 96-97.*
	List five or more of these skills that you have used most often and would feel comfortable in using in the future.*	
	Review a list of types of employers and choose five which would allow you to use your skills.*	Telephone book, Community business directory.*
	Choose one of the five employers and imagine how your functional skills could be most effectively utilized in that organization. Identify what your job title, employer, and job description wouldbe.*	
	Describe your "dream job".*	APL Series. Occupational Knowledge (Student Workbook) "The Dream Job", p. 12-13.*
	Take a vocational interest test.*	Career Assessment Inventory* Strong-Campbell Interest Test* Occupational View Box
	List 15 things that you like to do. Check each item according to its requiring: Money, activity done alone, activity done with people, activity can be done alone or with others, if you've done this activity more than five times, and the date of the last time you did this activity.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
	Usually, the more one knows about possible career alternatives, the better able one is to make a sound decision.	Is aware of the range and characteristics of occupational categories.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Discuss these identified interest areas with your instructor. Compare your interest areas with career alternatives you have in mind.*	
	List at least 10 jobs that can be related to your interest areas.	
*Identifies basic occupational categories into which jobs are grouped.**	Read references regarding job classifications. Discuss findings with instructor and others.*	APL Series. Occupational Knowledge (Reading Book), "Occupational Categories", p. 7-11.*
	Classify the jobs listed from your interest indicators according to the occupational categories.	Kimbrell, G. "Qualifications and interests", p. 19-20. Occupational Outlook Handbook.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Relates occupational categories to career-relevant interests and experiences.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Compares career relevant interests and experiences to occupational categories.**	Complete a matrix which includes career interests in one dimension and occupational categories in another dimension.*	Career Appendix A "Interests/ Occupations Matrix".*
*Identifies at least two career alternatives of interest to self at this time.**	From the matrix, identify the categories most consistent with your interests and experiences. From the categories, select at least two or three career alternatives that interest you.*	Loughary, J. "Career decision-worksheet", p. 104-105.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Identifies gaps in knowledge about potential alternatives.	In beginning stages of career decision-making, knowledge about alternatives is often limited.	Identifies present knowledge about career alternatives. Identifies questions about potential career alternatives.
◇ Identifies sources of information about potential alternatives.	There are sources of information about career and lifestyle that may be consulted to increase knowledge about recognized alternatives and to expand awareness of additional alternatives. These sources include printed resources, vocational counselors, agencies, schools, employers, workers, etc.	Identifies sources which provide information about career alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Lists what one knows and does not know about career alternatives (e.g., nature of work, education requirements, specific aptitudes and skills required, work setting, salary levels, hours).**	Complete a career information data form, utilizing the information you know for each career alternative which interests you. Check those areas concerning each career which you need to research for additional information.*	Bishop, R. et al. Careereach, "Research input data" form, p. 21.* Kimbrell, G. "Career consultation guide" form, p. 1-2.*
*List at least three sources where information about career alternatives could be sought.**	Explore materials in the Career Reference Shelf in the resource room. Locate possible sources from which additional information regarding career alternatives could be found. Discuss your findings with instructor.*	Bolles, R.N. The Three Boxes of Life and How to Get Out of Them. Dictionary of Occupational Titles.* Erdman, J. The Job Market.* Health Careers in Minnesota.* Jobs for Women on AFDC.* Lederer, M. Blue Collar Jobs for Women. Lorrigan, K. et al. Apprenticeship: Skilled Women at Work.* MOIS computer system.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Applies criteria for choosing information sources.	Information sources vary as to accuracy and comprehensiveness of information provided.	Differentiates between sources on the basis of characteristics of the information each provides (e.g. accuracy, comprehensiveness, availability, cost, usefulness).
	Generally, the more important a decision in terms of its consequences, and the higher the resource expenditure related to a decision, the more an extensive and careful search for information is warrnated.	Assesses extent to which accuracy and comprehensiveness of information is important in relation to career decision to be made.
		Identifies criteria for selecting sources of information about career alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Lists criteria for choosing information sources.	Read references regarding choosing information sources. List and/or discuss key points.	Bolles, R.N. The Three Boxes of Life and How to Get Out of Them, "Information gathering from printed stuff", p. 227-232. "Information gathering from people you go to talk to", p. 233-237. "Use of printed resources", p. 76-77. "You talk to people", p. 84-89. Gelatt, et al. Decisions and Outcomes. "The doctor's dilemma", p. 23-24. "The emotional impact of information", p. 26. Scholz, et al. "Collecting information", p. 43. "How you can make sure you collect useful information", p. 46. "Information is power", p. 47. "Screening information in and screening information out", p. 62-64.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Chooses sources of information that meet identified criteria (e.g. accuracy, appropriate amount of information, usefulness of information to self.)
◇ Records information discovered.	Keeping records of information discovered allows for comparison of alternatives at a later time.	Records information discovered from the selected information sources.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Selects sources of information. Indicates reasons for choices.	In conference with instructor, present list of information sources you've chosen to review and state reasons for choices.	
*Using a prepared form, records data obtained from information search.**	Prepare a time schedule for obtaining information from sources for each career alternative. Identify source and date information was produced and list information obtained.	
*Gathers and records information from one-half of the sources identified.**	For each source identified, complete information form.*	Bishop, R. et al. Careereach, "Research input data" form, p. 21.*
*Gathers and records information from remaining one-half of sources identified.**	Place information from each source in appropriate categories on form.* Example: Transfer notes taken during a phone interview to prepared form. Transfer information from a MOIS print-out to prepared form. Transfer information from printed materials received to prepared form. Transfer information from filmstrips received to prepared forms. Transfer information from notes or tapes of personal interviewing to prepared form.	Kimbrell, G. "Career consultation guide" form, p. 1-2.* Bishop, R. et al. Careereach "Questions to ask", p. 35.* "How do I feel?", p. 37-39.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Identifies the alternatives to be examined.	Initial tentative alternatives may change as information is discovered and reviewed.	Examines and, if necessary, re-defines potential career alternatives.
		Determines career alternatives to be considered further.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Selects those career alternatives to be considered further.**	With instructor, review previous exercises concerning interests, experiences and occupational categories.	
	Review matrix and the tentative career alternatives identified. Confirm these and/or select other options.*	Career Appendix A "Interests/ Occupations Matrix" Loughary, J. "Career decision worksheet", p. 104-105.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Identifies constraints relevant to alternatives (e.g. time, family, geography, mobility, criminal record, tolerance for risk).	A person is at times prevented from carrying out career alternatives because of certain constraints. Constraints are limitations on the pursuit of alternatives. Constraints can be categorized as environmental and personal; imposed and chosen; short-term and long-term.	Recognizes existing constraints relevant to career alternatives.
		Considers degree of change possible in existing constraints relevant to career alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Defines "constraint".	Discuss the meaning of "constraints" with instructor.	
	Read reference materials regarding analysis of constraints.	Kirn, A., "Constraints - what holds you back", p. 61-63. Loughary, J. "I can't change because", p. 83-94. Scholz, et al. "Barriers", p. 74. "Yourself as gatekeeper", p. 55. "Risk-taking", p. 72. "Kinds of barriers", p. 38.
*Identifies existing constraints relevant to each potential career alternative (e.g. time, family, criminal record, mobility, geography, tolerance for risk).**	List the three most significant constraints for each career alternative.*	Cammaert, L. "What do I consider in changing?", p. 81-95.*
*Categorizes constraints as to personal/environmental; imposed/chosen; short term/long term.**	Group the constraints as to personal, environmental, imposed, chosen, short-term/long-term; indicate those constraints which could be easily changed and those more difficult to change.*	
	Discuss your list of constraints with instructor, friend, or family member; ask for feedback.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Research the impact of a conviction record in regard to employment, such as bonding, licensure, hiring policies.*	CONtact, "The federal bonding program", p. 75.* Rudenstine, D. The Rights of Ex-Offenders.*
	Read reference materials, interview ex-offenders, interview employers, affirmative action officers, state licensing agencies, correctional ombudsmen.	Affirmative action officers personnel directors.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Examines resources that affect decision.	Implementation of a career alternative requires the use of resources.	Demonstrates awareness that pursuing a career will necessitate the use of time, money, knowledge, skills, and community resources.
☐ Identifies material, human, and community resources that relate to the decision.	Different career alternatives require the expenditure of different amounts and kinds of material, human, and/or community resources.	Identifies examples of material, human and community resources. Identifies resource options which could be used for implementing career alternatives and the extent of resources required for each alternative.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Defines "resource" and illustrates relationship to career choice.	Define resource.	Texas Tech University. "Resources-what do we mean?", p. 31-34. "My resources", p. 37.
	Given the definition of resources, and, given a list of items, circle those items which you would identify as resources.	Career Appendix B "Resources list".
	Given a list of careers, identify resources that each would require if pursued.	
*Records the human, material, and community resources required for each career alternative.**	Thinking about the career alternatives identified, note the human, material, and community resources required to implement each career alternative.*	Loughary, J. "Career decision worksheet", p. 104-105.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Determines which of the required resources are potentially available.	Of the set of resources required to implement each alternative, some may not be available. The amount and kind of resources available is a factor in deciding between alternatives.	Differentiates between those required resources that are now available and those which could likely be obtained.
☐ Considers other demands on available resources.	Generally not all of the resources potentially available for implementing an alternative can be used due to other demands on these resources.	Recognizes multiple demands on resources required by career alternatives.
△ Examines values and goals that enter into decision.	Personal and others' values and goals consciously and unconsciously influence career decision-making.	Develops awareness of role of values and goals in career and lifestyle decision-making.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies which of the required resources are now available; identifies required resources which likely could be obtained.**	Given the resources required for alternatives, circle those resources which are presently available. Star those resources which likely could be obtained. Suggest means by which the starred resources could be obtained. Underline those resources which would be difficult to obtain or to develop now.* In student-instructor meeting, discuss the results of categorizations of resources and appropriateness of means identified.*	
Identifies all demands on the resources required by each career alternative.	Review case studies illustrating influence of resources on life-style. List the features most important to you in your life-style. Discuss: If you were to invest $3000 in training, what decisions would you make regarding rent, food, clothes, and entertainment. Name at least two responsibilities you have which place demands on resources potentially available for implementing career alternatives. What changes could you make in resource demand/supply?	Worthington, Carol. "Lifestyles - Options for Living" filmstrip.
Contrasts present and desired lifestyles as to role of underlying values and goals in each.	Read case study on making choices. Suggest alternatives and a decision for the characters in the case. Identify underlying values.	Scholz, et al. "Kim...conflicting values", p. 20-21. "Sometimes it is difficult to do what you want", p. 22-23.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Identifies personal needs, values, and goals that enter into decision.	Personal needs, values, and goals are important to consider when making a career decision. People are generally more satisfied with careers and lifestyles that are consistent with personal needs, values and goals.	Recognizes personal needs, values, and goals relevant to career decision.
△ Identifies family's needs, values and goals that enter into decision.	When significant others are an integral part of an individual's lifestyle, their needs, values, and goals are important to consider when making a career decision. Values and goals differ for each family group and for each family member.	Recognizes significant others' needs, values and goals relevant to career decision. Recognizes potential areas of value conflict between self and significant others and probable consequences of value conflict.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines the relationship between at least two personal needs, values, and goals and career direction.**	Identify your values through values exercises.*	Simon, S. "What's in my wallet?", p. 80.*
	List four work tasks or activities you have liked; identify values you think contributed to your satisfaction with each.*	Scholz, et al. "Relating your values to work", p. 30.*
	Review your life-cycle, mapping out key events.*	Hagberg, J. "Life-cycle review", p. 54-56.*
	Map out your daily energy cycle, marking high and low points.*	Hagberg, J. "Daily energy cycle", p. 60-62.*
*Describe the relationship between at least two values and goals held by significant others and anticipated career decision.**	Identify persons who are significant others in your life. List their names and two or three things they like to do. Suggest values and goals that underlie these activities.*	Simon, S. "Who are all of those others and what are they doing in my life?", p. 87.*
Indicates which values and goals held by significant others may conflict with personal values, goals, or with career demands.	List four or five things each of these significant others want you to value - what they want you to be, to do, to think.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Take on the role of each of your significant others and identify what that person would describe as their own needs and values.	
	Identify stages in the life-cycle. Locate your stage. Relate current career alternatives to life-cycle.*	
	Discuss your career alternatives with significant others.*	Scholz, et al. "The family conference", p. 101.*
	List family needs and values and goals along with your own needs, values, and goals. Discuss consistencies and conflicts.*	Cammaert, L. "The wife/mother roles", p. 95-99. "Relationships and responsibilities", p. 65-77. Career Appendix C "Needs/Values/Goals" worksheet.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Considers action that could be taken regarding each are of conflict between personal and significant others' values and goals and career demands.	Cross-compare own and significant others' needs, values and goals to the career alternatives you have chosen. Identify consistencies and inconsistencies. Make suggestions about what could be done regarding each area of conflict.	
*Lists own values regarding the working woman.**	Identify how you regard the "working woman". What are some common views held by men and women regarding women in general and women in paid employment.*	Jobs and Gender, filmstrip.* Osborn, R.H. "History of women and work", p. 27-40. Scholz, et al. "Before taking action, take another look at your role as a woman", p. 91.* "Dealing with gatekeepers - which is myth and which is fact?", p. 50.* "Exploding myths that affect your life", p. 51,52.* Tavris, C. A Woman's Place, filmstrip.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Identifies community and societal needs, values and goals that relate to decision.	Communities have unique needs and goals and hold certain values regarding work, career, and lifestyle. Family, personal, and community values and goals influence each other.	Recognizes community and societal values. Discriminates values which are local perspectives from those which represent societal perspectives and/or norms. Identifies potential areas of value conflict between self and community and probable consequences of value conflict.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Lists two values the community holds regarding the working woman.	Reflect on how your community regards and treats women who are employed.	
Identifies one or more potential areas of value conflict between self and community.	Identify any beliefs you or your community hold that could become obstacles toward reaching your career goal. Identify specific expressions of these beliefs. State reasons why you regard these as obstacles. What is likely to be the outcome if you a. try to remove the obstacle b. do not try to remove the obstacle c. change beliefs	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
CHOOSES THE BEST ALTERNATIVE	After consideration of career-relevant information, examination of relevant resources, needs, values and goals, identification of constraints, identification of potential alternatives and possible consequences of each alternative, generally one or two of the alternatives being considered will emerge as being most desirable.	Recognizes that after considering all factors related to the career decision, a choice needs to be made between the alternatives.
◇ Integrates information gathered about alternatives with information about resources, values and goals and constraints.	Personal, family and community needs, values and goals influence career alternatives one can and is willing to consider and the resources one can and is willing to expend. Usually, not all needs or all goals can be met to an optimum degree. Values determine which needs and goals will receive greater priority in the choice of alternatives, in the allocation of resources, and in the reduction of constraints.	Summarizes information regarding career alternatives, resources, values and goals, and constraints.
◇ Determines possible action for dealing with constraints.	Some constraints related to career alternatives can be easily removed. Others are more difficult to deal with. Sometimes effort to remove or reduce a constraint can make a desirable alternative a feasible one. Scarce resources represent a particular kind of constraint.	Identifies career alternatives worth the effort to reduce constraints.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
_Summarizes notes from information sources. Compares information discovered about possible career alternatives to resource demands, values, goals, and constraints._*	Review information regarding resources, values, constraints, and alternatives. Complete charts where needed.*	Loughary, J. "Career decision worksheet", p. 104-105.*
_Identifies current efforts to reduce impact of constraints._*	For each constraint (including scarce resources) that is relevant to career alternative, indicate what, if anything, you are doing or might do about the constraint - either to remove it, to modify it, or to cope with it. Implement one of your ideas.* Discuss the constraints you have identified and actions for each, with your instructor.*	Kirn, A. "Questions regarding constraints-constraints-what holds you back", p. 63.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Determines which resources one is willing to use for given demands.	Personal and others' values and goals as well as situations influence which resources one is willing to apply to a given purpose.	Allocates resources to specific career alternatives.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Lists those resources one is willing to use for implementing the career alternatives. States reasons for each resource choice.**	Using the information about resource requirements for each career alternative and type and availability of resources, allocate resources you could and/or would be willing to use to implement each career alternative. Verbally state reasons for choices.*	Career Appendix D "Resource Demand/Supply" graph.
	Review resource allocations and reasons. Summarize resource demands and career alternatives that seem to emerge as important to you.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Differentiate between desirable and undesirable alternatives, and those more or less feasible.	Grouping alternatives allows one to see their differences and similarities.	Groups career alternatives into categories based on desirability and feasibility.
☐ Identifies possible consequences of each alternative being considered.	Consequences are the results of action or inaction. By considering possible consequences and their likelihood of occurring, the degree of risk associated with each career alternative can be better determined. Sometimes consequences are difficult to predict; forecasting consequences provides opportunities to explore feelings about them prior to decision.	Predicts possible consequences of each career alternative being considered. Assesses the importance of the outcome and the risk involved.

○ □

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Ranks career alternatives being considered from most to least desirable.	Do four rankings (from most to least desirable) of career alternatives being considered, one ranking for each of the following: a. personal needs, values, goals b. family needs, values, goals c. community concerns d. resource requirements	
*Describes possible consequences of each career alternative being considered.**	Complete risk aspects and evaluations on worksheet.	Loughary, J., "Career decision worksheet", p. 104-105.
	Read a case study and predict possible outcomes.	Scholz, et al. "Alternatives and lifestyles", p. 66-67.
	Discuss the importance of trying to predict consequences in making decisions about alternatives.*	"Are there any new alternatives?", p. 68-69.*
Rates each alternative being considered as to importance of the probable outcome and the amount of resources and risk involved.	For each of your career alternatives, suggest possible consequences, and importance of consequences in relation to the amount of resource cost and risk involved.	Career Appendix E "Alternatives/Outcome"
	Assign risk preference and rankings to each alternative on worksheet.	Loughary, J. "Career decision worksheet", p. 104-105.
*Determines probability of success for each alternative.**	Review career decision worksheet. State the probability of your being successful in implementing each career alternative. (Consider factors of lifestyle, income, expenses, work environment, impact on friends and family).*	Loughary, J. "Career decision worksheet", p. 104-105.*
	State how willing you are to take risks identified.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Makes a commitment to one alternative.	Choosing one alternative involves commitment to that alternative. With this commitment, other alternatives previously considered are rejected in favor of the chosen alternative (at least for the time being until new information is introduced, or circumstances change).	Chooses one career alternative to be pursued.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
_Verbally states career decision._*	Share and discuss your decision with instructor, one person you trust, someone close to you.*	Scholz, et al. "The time is now: your action plan", p. 106.*
	Records choice.*	Loughary, J. "Implementation Overview", p. 115.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PLANS A COURSE OF ACTION.	To make a career choice a reality requires action. Usually, several courses of action are possible. From these possibilities, an individual must decide on a particular course of action, what steps to take, an appropriate sequence for these steps, the time each step will require, and the resources required by the course of action. Steps, sequencing, time estimates, and resources are basic parts of an action plan.	Identifies the need to devise a plan for action which leads to the chosen career.
◇ Chooses a course of action.	A course of action is the particular strategy used to carry out a decision. Different courses of action require different types and amounts of resources.	Considers possible courses of action which could lead to achieving career goal.
		Determines a specific strategy for implementing a career decision.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Expresses recognition of the importance of planning action to achieve goals.	Name components of an action plan. Describe how each component contributes to developing a strategy to reach a goal.	
Identifies possible courses of action. Describes pros and cons of each.	Discuss possible courses of action. Read references providing information relevant to alternative courses of action leading to chosen career alternative.	
*Describes a specific course of action to achieve chosen career goal.**	Explain course of action chosen for reaching career goal.*	
*Describes type and amount of resources demanded by the course of action.**	List specific resources you will need to carry out your chosen course of action. Include human, material, community and other resources. Describe support systems required by the course of action.*	Loughary, J. "Implementation Overview", p. 115.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Decides which steps to take.	The course of action determines the set of steps to be included in the plan.	Determine the precise action steps required by the chosen course of action for reaching career goals.
☐ Decides sequence of steps.	Sequencing involves ordering the action steps.	Determines if some of the action steps need to be accomplished before others can be carried out.
△ Designates dates and times for steps.	Scheduling involves setting a time structure for the sequence. A well-designed plan includes appropriately sequenced steps, and is feasible for the individual to accomplish in terms of time, energy and other resources.	Identifies a tentative dated time schedule for implementation of each planned step.
		Critiques own action plan for completeness, appropriate sequence and feasibility.
		Evaluates action plan for realism in relation to lifestyle.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies the necessary steps for action plan.**	Draw a diagram, plotting where you are now and your career goal. List all the steps you need to take to reach that goal.*	
*Orders the action steps to be taken.**	Number the steps you listed for your course of action in the order in which they need to occur.	
*Estimates the length of time required for each step.**	Set plan in a time frame identifying dates for implementation of each step.*	Hagberg, J. "Excursion contract", p. 17.*
Estimates the times at which different resources will be needed.	Develop a chart showing time line of plan and resources required.	
Examines plan for comprehensiveness, appropriate sequence, adequacy of time, and feasibility for self.	Using a prepared rating sheet, determine if plan is realistic for your lifestyle.	Bishop, R., et al. "Reality factor", p. 43.*

Critique plan according to the following questions: Is the plan based on reliable information?
Are the steps in proper order?
Are there any steps missing?
Has adequate time been allowed for each step?
Have adequate resources been designated?

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
IMPLEMENTS PLAN	Goal achievement involves the process of making a decision, planning for action, and taking action.	Follows planned steps in planned sequence and according to planned time schedule.
◇ Checks progress in relation to plan.	For a plan to be useful, one must periodically refer to it. Conditions, circumstances, and information change and as a result, the plan may need revision. When progress is inconsistent with the plan, adjustments may involve changing the plan or one's behavior.	Compares action taken to plan for action. Adjusts plan as needed in relation to progress.
○ Identifies confounding and facilitating circumstances and their relationship to progress.	Circumstances may aid or confound progress. Some circumstances may be altered by the individual, while some cannot be affected by an individual.	Differentiates those barriers and facilitating conditions that are within one's control from those that are not.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Completes initial steps in plan.**	During initiation of plan, record any unexpected occurrences and personal reactions.*	
*Compares own progress with plan. Identifies inconsistencies.**	Meet with instructor to review on-going action. Discuss inconsistencies between progress and plan.*	
	Read a case study about a person's plan for action and the actual outcome of the plan.	Scholz, et al. "How to deal with uncertainty in developing a plan for action", p. 75.*
	Referring to your plan for action, review each component. Assess accuracy of estimates, predictions, and information. Note any inconsistencies.	
*Identifies at least two barriers hindering progress.**	Discuss at least two barriers hindering progress.*	
*Identifies at least two circumstances facilitating progress.**	Discuss at least two circumstances that facilitated progress.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Adjusts plan, action, resource allocations, or circumstances if needed.	Monitoring progress in relation to plan is helpful in identifying where adjusting plan could improve progress.	Determines components of plan where changes could be made.
△ Assesses outcome of chosen alternative.	Outcomes are what happened as the result of a decision. Outcomes include changes that have occurred in people, or circumstances, or the development of a product.	Recognizes outcomes.
△ Compares actual results with intended results.	The actual outcomes of a plan may meet expectations, or may be greater or less than expectations.	Identifies ways in which results met expectations and ways in which expectations were not met. Identifies possible reasons why expectations were met, not met, or exceeded.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Changes steps, sequences of steps, timing of steps, resource allocations, or circumstances, if needed.**	Discuss any changes in steps in plan.*	
	Discuss any changes in sequence or timing of steps in plan.*	
	Discuss any changes in resource allocations.*	
	Discuss any changes in circumstances relevant to career plan.	
*Identifies outcomes.**	Having completed your action plan, list all outcomes of your action.*	
	Discuss your plan and identified outcomes with a significant other. Ask for feedback as to additional outcomes they perceive.*	
*Compares predicted outcomes of career plan to actual outcomes.**	On your list, group outcomes as expected and unexpected. Star the most unexpected outcome.*	
	Review predicted outcomes in relation to actual outcomes. Diagram a map depicting route of action steps taken which led to unexpected outcomes. Include a list of circumstances which led to unexpected outcomes.	
Recognizes links between plan, action, circumstances, and outcome.	In conference with instructor, verbally list the two most important factors that led to expected outcomes. Verbally list the two most important factors that led to unexpected outcomes.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Assesses satisfaction with outcomes.	Outcomes can be judged both in terms of consistency with plan and how one feels about the results.	Identifies desirable/undesirable effects of career choice on self and family. Identifies possible reasons for positive and negative aspects of outcomes. Projects changes one would make in a similar goal or plan in the future.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines degree of satisfaction with outcomes.**	Rate satisfaction with each outcome on a scale from one to five.*	
*Identifies criteria for satisfaction.**	State two reasons why outcomes were satisfying to self.*	
	State two reasons why you feel outcomes were satisfying for significant others.*	
	Ask significant others for their reactions regarding results of your action.*	
	List two reasons why outcomes were less satisfying than expected for self and significant others.*	
*Formulates guidelines for use in future decisions which can result in satisfying outcomes.**	Of all the things you did, which contributed most to: a. positive outcome (for self, for significant others)* b. high satisfaction (for self, for significant others)*	

CAREER AND LIFE PLANNING BIBLIOGRAPHY

Coding Key:

AV	Audio-Visual
B	Book
C	Curriculum Guide
M	Miscellaneous (kit, pamphlet, directory)
P	Periodical
TW	Text-Workbook

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CAREER APPENDIX

A Interests/ Occupations Matrix

B Resources List

C. Needs/ Values/ Goals worksheets

D Resource Demand/ Supply Graph

E Alternative/ Outcome

INTERESTS/OCCUPATIONS matrix

Directions: 1. List career-relevant interests down the side of the form. 2. Review career categories listed across the top of the form. Write in additional categories if desired. 3. For each career interest listed, check the box under all the career categories that relates to the career interest.

	Career Categories															
Career Relevant Interests	Agri-Business, Natural Resources	Business and Office	Communication and Media	Education	Environment	Fine Arts and Humanities	Health	Manufacturing	Marketing and Distribution	Personal Services	Public Service	Social Services	Transportation			
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
(etc.)																

RESOURCES LIST

Directions: Resources are what you can use to meet your goals.
Circle each item listed below which you feel is a resource for you.
Add other resources as you think of them.

TIME
NEWSPAPERS
BASIC SKILLS (reading, writing)
RELATIVES
MUSICAL INSTRUMENTS
BICYCLE
LIBRARY
SPACE
COUNSELORS
CLOTHING
WORK SKILLS
WANT-ADS
IMAGINATION
BUS SERVICE
TELEVISION, RADIO
FURNITURE
MANAGEMENT SKILLS
BOOKS
FAMILY

COMMUNICATION SKILLS
HEALTH
CAR
KNOWLEDGE YOU POSSESS
MONEY
EDUCATIONAL INSTITUTIONS
FRIENDS
CREDIT
YOUR ATTITUDE
SAVINGS
SPECIAL TALENTS
DECISION-MAKING SKILLS
EMPLOYMENT SERVICE
FOOD STAMPS
INSURANCE
PATIENCE
HOUSE
TELEPHONE

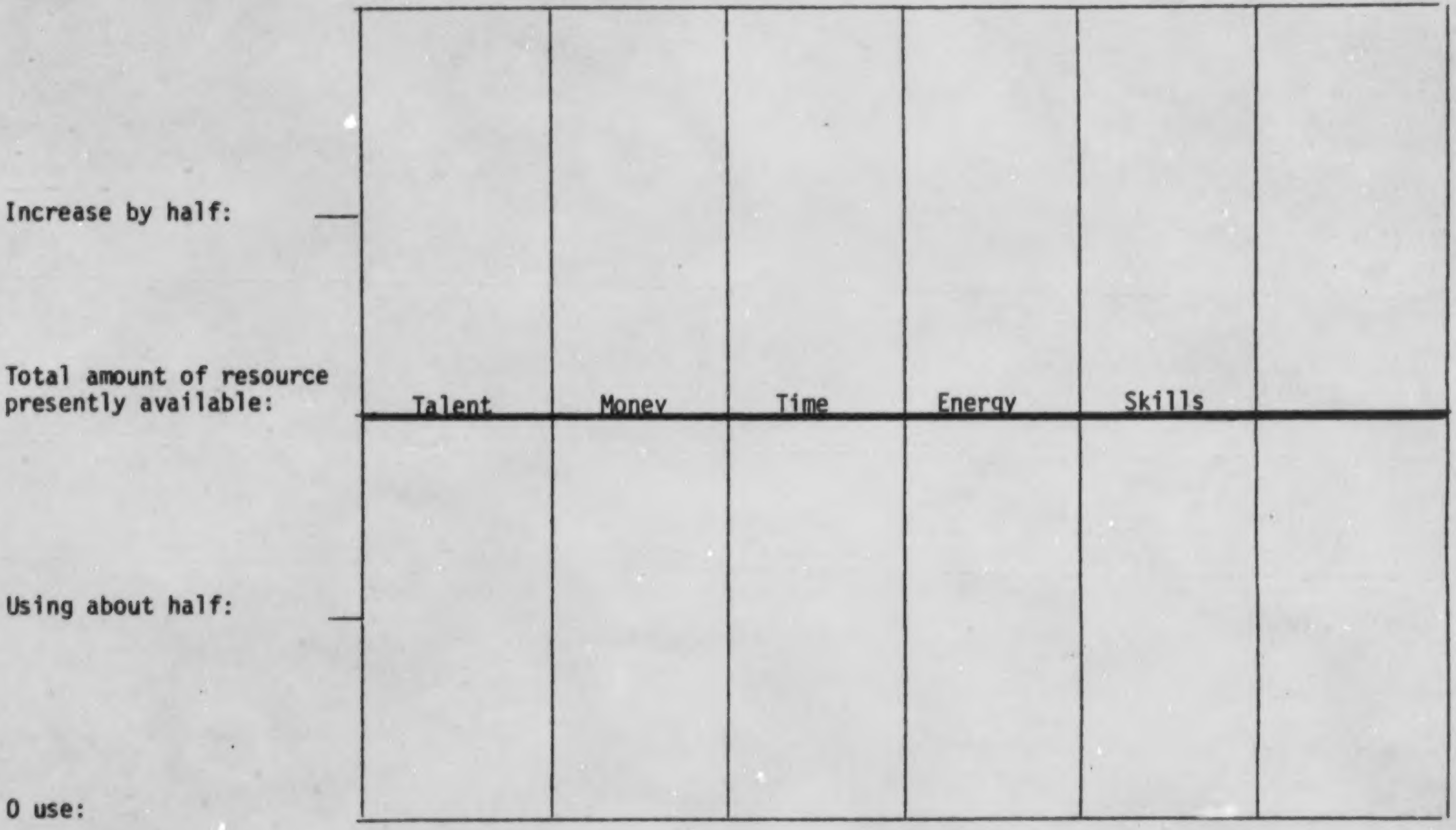
NEEDS, VALUES, GOALS Worksheet

Directions: In each box under section I, "Career alternatives", list identified career alternatives. In section II list identified needs, values and goals of self, family, and community relevant to career. In section III list those needs, values, goals of self, family and community which would be supported by each career alternative.

	II. NEEDS, VALUES, GOALS		
	SELF	FAMILY	COMMUNITY
I. CAREER ALTERNATIVES	III.		

RESOURCE DEMAND/SUPPLY Graph

Directions: Below the heavy horizontal line, shade in each bar of the graph to indicate how much you are using of what you presently have of each resource.
Enter additional resources you have available (if any) in the blank box and shade these also.
Above the heavy horizontal line, shade in each bar of the graph to indicate how much you could increase each resource.



CAREER APPENDIX D

ALTERNATIVE/OUTCOME

Directions: In Column I, list identified career alternatives.
In Column II, list all possible outcomes of each career alternative.

I. ALTERNATIVE	II. OUTCOME(S)

EMPLOYABILITY SKILLS MINI-GUIDE

I. Job Openings A. How/where to look for a job 1. Want ads 2. Employment agencies 3. Connections a. Making contacts b. Recognizing networks	APL Series. Occupational Knowledge (Reading Book), "How do you start looking for a job?", p. 35-37. "Abbreviations used in help wanted ads", p. 38-39. "Reading the help wanted ads," p. 40-43. "Other ways to find a job," p. 44-48. "What is an employment agency?", p. 61-62. "Private employment agencies", p. 68-71. APL Series. Occupational Knowledge (Student Workbook), "Reading the help wanted ads", p. 35-36. "Other ways to find a job", p. 44-48. APL Series. Occupational Knowledge. (Teacher's Manual) Bishop, R. et al. Job Search Seizure Survival, "Sources", p. 14-33. Hall, B. "Where to find a job", p. 32. Kimbrell, G. "Where to look", p. 20-23. Stanat, K. Job Hunting Secrets and Tactics.
B. Employment con games	APL Series. Occupational Knowledge (Reading Book), "Too good to be true", p. 49-56. APL Series. Occupational Knowledge (Student Workbook), "Too good to be true", p. 42-44. "Computing employment agency fees", p. 54. "What does the contract say?", p. 56-57.
II. Job Preparation A. Personal placement file 1. Personal profile a. Personal data b. Job history 2. References a. Character references b. Work References	Kimbrell, G. "Preparing a personal data sheet", p. 51-52. MOIS XPLORE 6100 Personal data sheet Bishop, R. et al. Job Search Seizure Survival, "References", p. 37.

B. Lifestyle/employment considerations 1. Child care 2. Location 3. Time 4. Transportation 5. Clothing	Greenleaf, B.K. Help: A Handbook for the Working Mother. Lakein, Alan. How to Get Control of Your Time and Life. Women's Work. Zimmeth, M. "I've got the job", p. 109-116.
III. Job Application A. The application process 1. Application letter 2. Calling for an interview 3. Applying in person	APL Series. Occupational Knowledge (Reading Book) "Writing a letter of application", p. 86-89. "Calling for an interview", p. 93-97. "Applying for a job in person", p. 98-101. Kimbrell, G. "Applying for a job", p. 31-38. Reed, Jean. Resumes That Get Jobs.
B. The application form	APL Series. Occupational Knowledge (Student Workbook) "Employment application form", p. 70-71. Hall, M. "Application for a social security number", p. 30-31. "Job application forms", p. 38-40. CONtact, Inc. "The federal bonding program", p. 75-76 Richey, J. Job Application Language: A Survival Vocabulary.
IV. The Interview A. Objectives of an interview B. Elements of a successful interview	Bishop, R. et al. Job Search Seizure Survival, "Successful Interviewing", p. 42-45. Zimmeth, M. "Effective interviews", p. 93-99.

C. Typical interview questions	APL Series. *Occupational Knowledge* (Reading Book) "The job interview", p. 102. "Would you hire this person?", p. 103-111. Conley, J. *Interview Strategies for Car Development*. Lathrop, R. *Who's Hiring Who*. Livingston, A. *Janus Job Interview Guide*. Medley, H.A. *Sweaty Palms - The Neglected Art of Being Interviewed*. MOIS XPLOR 4700 "Preparing for the interview - possible questions." Zimmeth, M. "Interview question survey", p. 99-106.
D. Explaining a conviction	
E. Evaluation of the interview	Bishop, R. et al. *Job Search Seizure Survival*, "Evaluation form", p. 49.
F. Interview follow up	MOIS XPLOR 5900 "After the interview"
V. Legal and financial aspects of employment A. Taxes	APL Series. *Occupational Knowledge* (Reading Book), "The W-4 Form", p. 123-128. Hall, M. Employee's withholding allowance certificate", p. 41. *Survival Guide*, "W-2 Form", p. 21-22. "W-4 Form", p. 23.
B. Your paycheck	APL Series. *Occupational Knowledge* (Reading Book), "Earnings Statement", p. 129-131. Hall, M. "Working hours and pay", p. 45-48. "Wage deductions", p. 49-52.

C. Benefits	APL Series. *Occupational Knowledge* (Reading Book), "What can benefits do for you?", p. 132-134.
D. Garnishment laws	APL Series. *Occupational Knowledge* (Reading Book), "Your job and the law", p. 117-120.
VI. Effective Job Behavior A. The time factor 1. Value of time 2. Absence	*Methods and Materials for Teaching Occupational Survival Skills*.
B. Employer-Employee-Co-worker relationships 1. Attitude 2. Expectations	Kimbrell, G. "The importance of attitudes", p. 57-58. "What your employer may expect", p. 59-62. "Employer-employee case studies", p. 67-70. "What the employee may expect", p. 62-63. "Getting along with co-workers", p. 63-66. "Co-worker case studies", p. 71-72.
C. Survival	APL Series. *Occupational Knowledge* (Reading Book), "The 'smart seven' for employees", p. 147-148. Bishop, R., et al. *Job Search Seizure Survival*, "5 keys for survival", p. 53-60.
D. Communication Skills	APL Series. *Occupational Knowledge* (Reading Book), "Communicating on the job", p. 155-156. "Dealing with anger", p. 157. APL Series. *Occupational Knowledge* (Student Workbook), "Communicating on the job", p. 132. "Dealing with anger", p. 133-135.
E. Problem-solving	Anema, D. *Don't Get Fired! 13 Ways to Hold Your Job*. APL Series. *Occupational Knowledge* (Reading Book), "Solving problems at work", p. 161-165.

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	Coping in the World of Work: Practice in Problem-Solving.
	Lamey, E. *15 Tips on Holding a Job*.
F. Progress on the job 1. Achievement	Bishop, R. et al. *Job Search Seizure Survival,* "Employers "Employers evaluation report", Appendix vii.
2. Performance review	Kimbrell, G. "Your success and achievement", p. 75-80. "Responsibility", p. 78-81. "Performance and evaluation", p. 81-83.

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PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PERCEIVES NEED FOR DECISION-MAKING.	Living independently requires an ability to make decisions about housing.	Recognizes the need to make a decision regarding housing prior to release.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies a minimum of three reasons why making a decision about housing is important at this time.**	In conference with instructor verbally express need to make a decision about housing prior to release.*	Scholz, et al. "Critical decision", p. 26.*
	Identify members of future household and probable housing location.*	
	Read references regarding decision-making.	Gelatt, et al. Decisions and Outcomes, "Decision-making: what is it?", p. 6.
	Write down your housing decision objective.*	Housing Appendix A "Housing Decision" worksheet.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
SEARCHES FOR ALTERNATIVES.	Decision-making involves consideration of two or more alternatives. Alternatives are the substance from which choices are made. Having a number of alternatives to consider expands one's opportunity for choice. Multiple alternatives also provide additional options to rely upon later, if needed. Information is a key element in the generation of alternatives. Consequently, information contributes to the decision-making power of an individual. Information relevant to identifying alternatives includes knowledge about the decision-maker and about the decision-area. Relevant knowledge about the decision-maker includes values, goals, commitments, skills and abilities and other resources, and constraints within which the decision-maker must operate. Information about the decision-area includes facts, concepts, and characteristics relevant to the area.	Is aware of the relationship between information and decision-making.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies the number of housing alternatives presently in mind.**	Review problem area selected.*	
	Describe currently perceived alternatives for housing.*	
States the number of housing alternatives one would like to have available.	With instructor, discuss the degree of choice available among the housing alternatives described and how satisfied you are with that number of options.	

Housing alternatives can be considered in four ways:

1) In terms of time, housing can be emergency, short-term, or long-term.

2) In terms of type of housing available-single family house; duplex, triplex, fourplex, etc.; townhouse; apartment; mobile home; rooming house; halfway house.

3) In terms of means of financing-renting, buying, using government subsidy, work exchange.

4) In terms of social situation-living alone, with family, friends, in a cooperative.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Gathers information about potential alternatives.		Is aware of past housing choices and experiences.
	Usually, the more one knows about possible alternatives and about oneself, the better able one is to make a sound decision. In obtaining information, it is important to consider both the qualities of the information and the source.	Is aware of the range of housing characteristics and considerations important in selecting housing. Relates personal needs to housing characteristics.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Reviews past housing arrangements.**	Draw a housing life-line, plotting out the past housing you have had. For each, specify the type of housing unit, occupancy, household composition, location, average monthly payment, and means of financing. For each, describe your life situation at the time.*	Housing Appendix B "Housing life-line" worksheet.*
	Rate degree of satisfaction with each housing unit listed. Determine what characteristics (e.g. location, privacy, appearance, cleanliness, temperature control, amount of space, storage, maintenance, safety, security, cost) existed in those housing units which led to a -high level of satisfaction. -low level of satisfaction. From characteristics identified, circle those which appear two times or more.	
	Compile a list of those housing characteristics important to you.*	
	Investigate the impact of physical spaces within the housing setting and its affect on household members. List key considerations regarding the use and allocation of space.	J.C. Penney. Your Space and Mine - A Behavioral Approach, filmstrip.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Develop a checklist of items which you feel are important to consider for use in evaluating the location of housing within the community (e.g. neighborhood; proximity to work, schools, shopping, public transportation).	
	Develop a list of categories of information important in the selection and evaluation of housing.*	Angell, W. "The renter's guide".* APL Series. Consumer Economics III (Reading Book), "Personal Housing Needs", p. 31-32.* "What to look for when renting an apartment", p. 49-50.* "What to look for when buying a house", p. 37-38.* Money Management Institute. Your Housing Dollar.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Explores potential housing alternatives.**	Interview 3 people who live in housing which is different from any housing you have lived in. Record the type of housing unit, means of financing, location, and household composition. With instructor, discuss your personal reaction to each housing situation.	
	Review reference materials regarding housing alternatives.*	APL Series. Consumer Economics III (Reading Book),"Places to live", p. 25-30.*

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies at least three housing alternatives that appeal to self at this time.**	List at least three kinds of housing that appeal to you. Write a description of each and the reasons why each appeals to you.	
	List the alternatives on a worksheet form.*	Housing Appendix A "Housing Decision" worksheet.*
	In conference with instructor, discuss the housing alternatives identified in terms of: -type of housing unit -means of financing -persons to be included in the household; the social environment -the lead-time available for obtaining the particular kind of housing*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Identifies gaps in knowledge about potential alternatives.	In beginning stages of decision-making regarding housing, knowledge about alternatives is often limited.	Identifies present knowledge about potential housing alternatives. Identifies questions about potential housing alternatives.
◇ Identifies sources of information about potential alternatives.	There are sources of information about housing alternatives that may be consulted to answer questions, to increase knowledge about recognized alternatives, and to expand awareness of additional alternatives. Sources of housing information include: -federal agencies - H.U.D. -state and local agencies - Housing and Redevelopment Authority, state housing and finance authority, community centers -realtors and contractors -student service offices -personnel offices -newspapers -reference materials	Identifies sources which provide information about housing alternatives.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Lists what one knows and does not know about housing alternatives (i.e. type of housing, federal housing programs, current housing trends).**	List and date housing agencies or services you have had contact with; specify service and information received.* Discuss questions you have about subsidized housing programs or other housing services.*	
*Lists at least three sources which provide information about housing alternatives.**	Study the classified ads in a newspaper and note the categories under which available housing is listed. Determine the categories of housing available in the community.*	Community newspaper * CONtact. "Finding a place to live", p. 6-7.* "Sources of community resources or Legal hustling or getting what you got to get before your critics get what little you got", p. 3-5.*
	Phone or meet with a local realtor and discuss the status of the local housing market and financing information.	APL Series. Consumer Economics III (Reading Book), "How to find the right apartment", p. 50.*
	Interview several married couples at different stages of the family life cycle and several single individuals and several single-parents. Identify their housing choices and reasons for their choices. Ask for their suggestions for choosing housing and means they utilized to reach their goals.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Research housing alternatives, utilizing means of the telephone, yellow-pages, newspapers, personal interviews.*	Agency references:* Housing and Urban Development (HUD) Local Housing and Redevelopment Authorities (HRA's) State Housing Agency Realtors Personnel and student services offices Newspapers - neighborhood, city County Extension Service Community Information and Referral Office Material references:* APL Series. Consumer Economics III (Reading Book), "How to find the right housing", p. 33-34. Housing Alternatives, filmstrip. Texas Tech University. "Housing selection", p. 323-325.
Review information sources consulted.	List all sources, including those you discovered, which offer information about housing alternatives.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Applies criteria for choosing information sources.	Information sources vary as to accuracy and comprehensiveness of information provided.	Differentiates between sources on the basis of characteristics of the information each provides (e.g. accuracy, cost, usefulness).
		Assesses extent to which the quality and amount of information is important in relation to housing decision to be made.
		Identifies criteria for selecting sources of information about housing alternatives.
		Chooses sources of information that meet identified criteria (e.g. accuracy, appropriate amount of information, and usefulness of information to self).

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Lists criteria for choosing sources (i.e., accuracy, depth, costs involved, reliability, timeliness).	Read references regarding choosing information sources. List key points.	Gelatt, et al. Decisions and Outcomes, "The emotional impact of information", p. 26. "What is a house worth?", p. 28.
	In conference with instructor, discuss information sources and questions as to: -What kind of information do you get from this source? -How accurate is the information? -How do you know? -Is the provider of this information trying to sell you something? -How might the desire to sell something to you affect the information given? -What kind of housing information do you presently need? Why?	Scholz, et al. "Choosing information", p. 43. "How can you make sure you collect useful information?", p. 46-47. "Screening information in and screening information out", p. 62-64.
Selects sources of housing information; indicates reasons for choices.	In conference with instructor, present a list of sources of housing information you've chosen to review and state reasons for choices.	

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PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Records information discovered.	Keeping records of information discovered allows for comparison of alternatives as to cost, location, financing available, quality, and availability.	Records information discovered from selected information sources.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Designs a means for identifying and recording data to be gathered.**	Prepare a form to record information gathered. Provide space for information about housing characteristics (e.g. cost, availability, financial arrangements, etc.), for recording the source of information, and for the date information was produced and obtained.* Prepare a time schedule for information search.	
*Gathers and records information from identified sources.**	Gather and record information for one half of the identified sources, on your prepared form. Take notes during phone calls, at interviews, from reference readings, media.* Gather and record information for the remaining one half of sources of information.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Identifies the alternatives to be examined.	The initial set of tentative alternatives may change as information is discovered and reviewed.	Examines and redefines, if necessary, potential housing alternatives. Determines housing alternatives to be considered further.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Selects those housing alternatives to be considered further.**	With instructor, review previous exercises concerning housing needs, wants, types. Review tentative housing alternatives identified. Confirm these and/or select other options.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Identifies constraints relevant to alternatives (e.g. time, family, geography, mobility, criminal record, tolerance for risk).	A person is, at times, prevented from carrying out alternatives because of certain constraints. Constraints are limitations on the pursuit of alternatives. Constraints can be categorized as environmental and personal; imposed and chosen; short-term and long-term.	Recognizes existing constraints relevant to housing alternatives being considered.
		Considers degree of change possible in existing constraints relevant to housing alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Defines "constraint".	Read reference materials regarding the concept of constraints.	Kirn, A. "Constraints - what holds you back", p. 61-63.
	Discuss the meaning of constraints with instructor.	Loughary, J. "I can't change because.....", p. 83-94.
*Describes existing constraints relevant to housing decision (e.g. time, household members, income, geographic limitations, criminal record, tolerance for risk).**	List and discuss the three most significant constraints relevant to housing decision.*	Housing Appendix A "Housing Decision" worksheet.*
*Categorizes constraints as to personal/environmental; imposed/chosen; short-term/long-term.**	Group the constraints as to personal, environmental, imposed, chosen, short-term, long-term. Indicate those constraints which could be easily changed and those more difficult to change.*	
	Meet with instructor, a friend, family or household member to discuss your list of constraints - ask for feedback.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Examines resources that affect decision.	Implementation of a housing decision requires the use of resources. Generally, housing is the single largest expense for a family. Resources in addition to money which can be utilized to obtain or improve housing include creativity, carpentry skills, ambition for renovation, personal connections with people in housing-related businesses and agencies, home improvement materials available for free or low-cost, knowledge of services of community agencies and available time.	Demonstrates awareness that obtaining or improving housing involves use of time, money, knowledge, skills, and community resources.
☐ Identifies material, human, and community resources that relate to the decision.	Different housing alternatives will require the expenditure of different resources. Some alternatives require the ability to get along with other people. Some alternatives require a lump sum of money. Some housing alternatives require a more even amount of money over time. Some require more maintenance costs. Some require more maintenance labor. Some provide opportunity to exchange use of skills for money. Some provide opportunity to build equity.	Identifies examples of material, human, and community resources. Identifies resource options which could be used for housing and the extent of resources required for each housing alternative.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Defines "resource" and illustrates relationship to housing decision.	Read references. Discuss key points and define "resource".	Texas Tech University. "Resources - what do we mean?", p. 31-34.
	Complete inventory of personal resources.	Texas Tech University. "My resources", p. 37.
*Records possible human, material, and community resources which could be used for each housing alternative.**	View a filmstrip on resources which are usually expended on housing. List key points.	Consumer Decisions in Housing, filmstrip.
	List and discuss those resources required for each identified housing alternative.*	Housing Appendix A "Housing Decision" worksheet.*
		Angell, William. "Balancing your housing needs and resources".*

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PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Determines which of the required resources are potentially available.	Of the set of resources required for each housing alternative, some will be available and some may not be available. The amount and kind of resources available is a major factor in deciding between the alternatives.	Differentiates between those required resources which are now available and those which could likely be obtained.
☐ Considers other demands on available resources.	Generally not all of the resources available for implementation of a housing alternative can be used due to other demands. Housing will take a great deal of resources but resources are still required for other needs such as food, clothing, child care, transportation. Housing should not utilize more than one-fourth of the monthly income as a general rule.	Recognizes multiple demands on resources required by housing alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies which of the required resources are now available; identifies required resources which likely could be obtained.**	On your list of required resources, circle those which are now available. Star those resources which likely could be obtained. Suggest means by which the starred resources could be obtained. Underline those resources which would be difficult to obtain or to develop now. *	
Identifies all demands on the resources required by each housing alternative.	Graph the present demand/supply relationship for each required resource. Include all demands on which you must expend your resources. Meet with instructor and explain your graph of resources/demands. Project total monthly money income and monthly expenses; compare money resources available for housing with money resources required by each housing alternative.	Housing Appendix C "Resource Demand/Supply" graph.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Examines values and goals that enter into decision.	Personal and others' values and goals consciously and unconsciously influence decision-making.	Develops awareness of role of values and goals in selection of housing.
△ Identifies personal needs, values and goals that enter into decision.	Personal needs, values, and goals are necessary to consider when making a housing decision.	Recognizes personal needs, values and goals relevant to housing decision.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Compares past and desired housing alternatives as to underlying values.**	Reviews references regarding values and housing.	Housing and Home Furnishings "You and Your Living Space", filmstrip. "What are my values" worksheet, p. 6. Simon, S. "What's in your wallet?", p. 80.*
	Review housing characteristics listed in your housing lifeline. Discuss underlying values represented by satisfaction ratings.*	Housing Appendix B "Housing Lifeline" worksheet.*
Describes the relationship between (at least two) personal needs, values, goals, and housing considerations.	List characteristics of housing that you need and want. In discussion with instructor, prioritize the characteristics in terms of their importance to you. Discuss what your priorities reflect about your values and goals.	Hagberg, J. and R. Leider, "Creating your environment", p. 72-73. Housing and Home Furnishings, "Housing preference survey" worksheet, p. 2. Housing Appendix D "Needs/Values/Goals" worksheet.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Identifies family's needs, values and goals that enter into decision.	When significant others are an integral part of an individual's lifestyle, their needs, values and goals differ for each family member. Generally, housing that meets major needs of household members and is consistent with family values and goals, will prove most satisfying to a family.	Recognizes the needs, values and goals of own household relevant to housing decision.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Relates housing alternatives to life-cycle.**	Read case-studies of households and descriptions of their life cycles. Compare the human and environmental factors that would influence the housing decisions made. Select the type of housing you would recommend for each household.	Texas Tech University. "Housing decisions", p. 326-327. "Housing case-studies", p. 321-325.
	View filmstrip relating housing to life cycle.*	Homes for the Life Cycle, filmstrip.*
*Describes the relationship between (at least two) values and goals held by household members and housing choices.**	Ask your children to draw a picture of what kind of dwelling they would like to live in. Discuss with them why they drew the type of housing they did, and also discuss the neighborhood their housing is located in, nearby recreational facilities, schools, etc.*	
	Have the children draw a picture of the interior of the dwelling. What special features and room(s) have they included? Record their responses. Ask other members of your household to suggest characteristics of housing they feel they need and want. Ask them to prioritize the characteristics. Record the prioritized list on worksheet. Discuss with instructor the values and goals expressed in the priorities of household members.	Housing Appendix D "Needs/Values/Goals" worksheet.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Recognizes potential areas of value conflict and probable consequences of value conflict.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Indicates which values and goals held by household members may conflict with personal values and goals. *	View filmstrip on housing choices made by persons holding different values. Discuss the impact of values on housing decisions.	Housing and Home Furnishings. "Different People, Different Homes", filmstrip.
	Review your assessment of needs and wants of household members and of yourself regarding housing. Discuss with instructor. *	Housing Appendix D "Needs/Values/Goals" worksheet.
	Using worksheet, star any conflicting values and goals between self and household members regarding housing.*	Housing Appendix D "Needs/Values/Goals" worksheet.
	Hold a conference with household members. Present your list of housing alternatives. Ask for feedback.*	Scholz, et al. "The family conference", p. 101.
Considers actions that could be taken regarding each area of conflict between personal and family values and goals and housing demands.	Cross-compare the needs/values/goals of self and family. Make suggestions about how each area of conflict could be handled.	Housing Appendix D "Needs/Values/Goals" worksheet.

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PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Identifies community and societal values, needs and goals that relate to decision.	Values and goals affect and are affected by community and societal values and goals.	Recognizes differences between neighborhoods as to physical features and social characteristics.
	Ex-offenders and others may encounter discrimination from the community in the processes of obtaining and maintaining housing.	Identifies stereotypes that people have of ex-offenders.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Identifies at least two distinctive characteristics of each neighborhood in which the housing alternatives are located.	Check out the "character" of the neighborhoods in which your housing alternatives are located. Visit local stores, public areas to get a feel of the neighborhood. Observe the ways in which families have used their homes to express themselves. Record features of each neighborhood. Discuss with instructor the degree to which the neighborhoods in which housing alternatives are located are consistent with your desired lifestyle.	Housing Appendix D "Needs/Values/Goals" worksheet.
*Assesses possible negative attitudes persons in the community may have regarding ex-offenders.**	Discuss with instructor any feelings or questions you have concerning negative attitudes or behaviors persons in the community may hold of ex-offenders.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
	Discrimination is also often practiced on the basis of race, age, sex, marital status, sexual preference, number of children, and income.	Identifies differences in neighborhoods that might affect acceptance of self and household.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Determines what personal characteristics or circumstances serve as a basis for discriminatory practices in specific cases.	Recall past cases in which housing discrimination has been practiced against self or others. Describe characteristics and circumstances of self and household members which could elicit discriminatory practices related to housing.	
Identifies laws regarding housing discrimination.	Research any policies regarding housing discrimination. State the laws concerning housing discrimination practices. Identify persons or agencies to contact if you feel you are being discriminated against.	Metropolitan Council. "Equal Opportunity and Affirmative marketing in housing", p. 80-83.
*Demonstrates action that could be taken to confront discriminatory practices in housing.**	With instructor, role play various approaches you might use in dealing with discrimination.*	Housing application forms.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
CHOOSES BETWEEN ALTERNATIVES.	After consideration of housing-relevant information, examination of relevant resources, needs, values and goals that enter into decision, identification of constraints, identification of possible alternatives and predicted consequences of each alternative, generally, one or two of the alternatives being considered will emerge as being most desirable.	Recognizes that after considering all factors related to the housing decision, a choice needs to be made between the alternatives.
◇ Integrates information regarding alternatives with information about resources, values and goals, and constraints.	Personal, family, and community needs, values, and goals influence housing alternatives one can and is willing to consider and the resources one can and is willing to expend. Usually, not all needs nor all goals can be met to an optimum degree. Values determine which needs and goals will receive greater priority in the choice of housing alternatives, in the allocation of resources, and in the reduction of constraints.	Summarizes information regarding housing alternatives, resources, values and goals, and constraints.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Summarizes notes from information sources. Compares information discovered about possible housing alternatives to resource demands, values, goals, and constraints.**	Review information regarding resources, values, constraints, and alternatives. Complete chart where needed.*	Housing Appendix A "Housing Decision" worksheet.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Determines possible action for dealing with constraints.	Some constraints related to housing alternatives can be easily removed. Others are more difficult to deal with. Sometimes efforts to remove or reduce a constraint can make a more desirable alternative a feasible one. Scarce resources represent a particular kind of constraint.	Identifies housing alternatives worth the effort to reduce constraints. Identifies constraints that could be removed or reduced and action required for each.
◇ Determines which resources one is willing to use for given demands.	Personal and others' values and goals as well as situations influence which resources one is willing to apply to a given purpose.	Allocates resources to specific housing alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies current efforts to reduce impact of constraints.**	For each constraint (including scarce resources) that is relevant to housing alternatives, indicate what, if anything, you are doing or might do about the constraint - either to remove it, modify it, or to cope with it. Implement one of your ideas.*	Kirn, A. "Questions regarding constraints-constraints-what holds you back", p. 63.*
	Discuss the constraints you have identified and actions for each with your instructor.*	Housing Appendix A "Housing Decision" worksheet.*
*Lists those resources one is willing to use for implementing the housing alternatives. States reasons for each resource choice.**	Using the information about resource requirements for each housing alternative, and type and availability of resources, allocate resources you could and/or would be willing to use to implement each housing alternative. Verbally state reasons for choices.*	Housing Appendix C "Resource Demand/Supply" graph.*
	Review resource allocations and reasons. Summarize resource demands and housing alternatives that seem to emerge as important to you.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Differentiates between desirable and undesirable alternatives, and those more or less feasible.	Grouping alternatives allows one to see their differences and similarities.	Groups housing alternatives into categories based on desirability and feasibility.
☐ Identifies possible consequences of each alternative being considered.	Consequences are the results of action or inaction. By considering possible consequences and their likelihood of occurring, the degree of risk associated with each housing alternative can be better determined. Sometimes consequences are difficult to predict; forecasting consequences provides opportunities to explore feelings about them prior to decision.	Predicts possible consequences of each housing alternative being considered. For each, assess importance of the outcome and the risk.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Ranks housing alternatives being considered from most to leas desirable.	Do 4 rankings (from most to least desirable) of housing alternatives being considered according to the following perspectives: a. personal needs/values/goals b. family needs/values/goals c. community concerns d. resource concerns	Housing Appendix A "Housing Decision" worksheet.
*Describes possible consequences of each housing alternative being considered.**	Read a case-study and predict possible outcomes. Discuss the importance of trying to predict consequences in making decisions about alternatives.*	Gelatt, et al. Decisions and Outcomes. "Predicting outcomes", p. 34-35.*
Rates each alternative being considered as to importance of the probable outcome and the amount of resources and risk involved.	For each of your housing alternatives, suggest possible consequences, and importance of consequences in relation to the amount of resources and risk involved.	Housing Appendix E "Alternative/Outcome" worksheet.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
Makes a commitment to one alternative.	Choosing one alternative involves commitment to that alternative. With this commitment, other alternatives previously considered are rejected in favor of the chosen alternative (at least for the time being until new information is introduced, or circumstances change.	Chooses one housing alternative.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines the probability of success for each alternative.**	Review housing decision worksheet. State the probability of your being successful in implementing each career alternative. (Consider factors of lifestyle, income, expenses, work environment, impact on friends, family).* State how willing you are to take the risks identified.*	Gelatt, et al. Decisions and Outcomes. "Risk-taking", p. 32.* Scholz, et al. "Your risk-taking behavior", p. 70-71.* Housing Appendix A "Housing Decision" worksheet.*
*Verbally states housing decision.**	Discuss your decision with instructor. Record choice.*	Hagberg, J., and R. Leider. "Excursion contract", p. 17.* Scholz, et al. "The time is now", p. 106.*
	Post a picture or drawing of the housing choice you have selected in a visible area of your present housing.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PLANS A COURSE OF ACTION .	To make the housing choice a reality requires action. Usually several courses of action are possible. From these possibilities, an individual must decide on a particular course of action, what steps to take, an appropriate sequence for these steps, the time each step will require, and the resources required by the course of action. Steps, sequencing, time estimates, and resources are basic parts of a plan of action.	Identifies the need to devise a plan for action which leads to the housing alternative chosen.
◇ Chooses a course of action.	A course of action is the particular strategy used to carry out a decision. Different courses of action require different types and amounts of resources.	Considers possible courses of action which could lead to achieving housing goal. Determines a specific strategy for implementing a housing decision.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Expresses recognition of the importance of planning action to achieve goals.	Review "Excursion Contract". Name component parts of an action plan. Describe how each component contributes to developing a strategy to reach a goal.	Hagberg, J. and R. Leider. "Excursion Contract", p. 17.
Identifies possible courses of action. Describes pros and cons of each.	Discuss possible courses of action. Read references providing information relevant to alternative courses of action leading to housing choice.	
*Describes a specific course of action to achieve chosen housing goal.**	Explain course of action chosen for reaching housing goal.*	
*Describes type and amount of resources demanded by the course of action.**	List specific resources you will need to carry out your chosen course of action. Include human, material, community and other resources.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Decides which steps to take.	The course of action determines the set of steps to be included in the plan.	Determines the precise action steps required by the chosen course of action for reaching housing goal.
□ Decides sequence of steps.	Sequencing involves ordering the action steps.	Determines if some of the action steps need to be accomplished before others can be carried out.
△ Designates dates and times for steps.	Scheduling involves setting a time structure for the sequence. A well-designed plan includes appropriately sequenced steps, and is feasible for the individual to accomplish in terms of time, energy and other resources.	Identifies a tentative dated time schedule for implementation of each planned step. Critiques own plan of action for completeness, sequence of steps, feasibility. Evaluates action plan for realism in relation to life style.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies the necessary steps for action plan.**	Draw a diagram, plotting where you are now and your housing goal. List all the steps you need to take to reach that goal.*	
*Orders the action steps to be taken.**	Number the steps you listed for your course of action in the order in which they need to occur.*	
*Estimates the length of time required for each step.**	Set plan in a time frame identifying dates for implementation of each step.*	Hagberg, J. and R. Leider. "Excursion contract", p. 17.*
Estimates the times at which different resources will be needed.	Develop a chart showing time line of plan and resources involved.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Examines plan for comprehensiveness, appropriate sequence, adequacy of time, and feasibility for self.	Using rankings, determine if plan is realistic for your lifestyle. Critiques plan according to the following: Is the plan based on reliable information? Are the steps that need to be sequenced in correct order? Are there any steps missing? Has adequate time been allowed for each step? Have adequate resources been designated?	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
IMPLEMENTS PLAN	Goal achievement involves the process of making a decision, planning for action, and taking action.	Follows planned steps in planned sequence and according to planned time schedule.
◇ Checks progress in relation to plan.	For a plan to be useful, one must periodically refer to it. Conditions, circumstances, and information change and as a result, the plan may need revision. When progress is inconsistent with the plan, adjustments may involve changing the plan or one's behavior.	Compares action taken to plan for action. Adjusts plan as needed in relation to progress.
○ Identifies confounding and facilitating circumstances and their relationship to progress.	Circumstances may aid or confound progress. Some circumstances may be altered by the individual while some can not be affected by an individual.	Differentiates those barriers and facilitating circumstances that are within one's control from those that are not.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Completes initial steps of plan.**	During initial steps of plan, record any unexpected occurrences and personal reactions.*	
*Compares own progress with plan. Identifies inconsistencies.**	Meet with instructor to review on-going action. List inconsistencies between progress and plan.*	
	Read a case-study about a person's plan for action and the actual outcome of the plan. Discuss how plans may need to be changed during the course of action.	
	Referring to your plan for action, review each component. Assess accuracy of estimates, predictions, and information. Note any inconsistencies.	
*Identifies at least two barriers hindering progress.**	Discuss at least two barriers hindering progress.*	
*Identifies at least two circumstances facilitating progress.**	Discuss at least two circumstances that facilitated progress.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
□ Adjusts plan, action, resource allocations, or circumstances, if needed.	Monitoring progress in relation to plan is helpful in identifying where adjusting plan could improve progress.	Determines components of plan where changes could be made.
△ Assesses outcome of chosen alternative.	Outcomes are what happened as the result of a decision. Outcomes include changes that have occurred in people, or circumstances, or in the development of a product.	Recognizes outcomes.
△ Compares actual results with intended results.	The actual outcomes of a plan may meet expectations, or may be greater or less than expectations.	Identifies ways in which results met expectations and ways in which expectations were not met.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Changes steps, sequences of steps, timing of steps, resource allocations, or circumstances, if needed.**	Discuss any changes in steps in plan.* Discuss any changes in sequence or timing of steps in plan.* Discuss any changes in housing resource allocations.* Discuss any changes in circumstances relevant to housing situation.	
*Identifies outcomes.**	Having completed your action plan, list all outcomes of your action.* Discuss your plan and identified outcomes with a significant other. Ask for feedback as to additional outcomes they perceive.*	
*Compares predicted outcomes of housing plans to actual outcomes.**	On your list, group outcomes as expected and unexpected. Star the most unexpected outcome.* Review predicted outcomes in relation to actual outcomes. Diagram a map depicting route of action steps taken which led to unexpected outcomes. Include a list of circumstances which led to unexpected outcomes.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Identifies possible reasons why expectations were met, not met, or exceeded.
△ Assesses satisfaction with outcomes.	Outcomes can be judged both in terms of consistency with plan and how one feels about the results.	Identifies desirable/undesirable effects of housing choice on self and family.
		Identifies possible reasons for positive and negative aspects of outcomes.
		Projects changes one would make in a similar goal or plan in the future.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Recognizes links between plan, action, circumstances, and outcome.	In conference with instructor, verbally list the two most important factors that led to expected outcomes. Verbally list the two most important factors that led to unexpected outcomes.	
*Determines degree of satisfaction with outcomes.**	Rate satisfaction with each outcome on a scale from one to five.*	
*Identifies criteria for satisfaction.**	State two reasons why housing outcomes were satisfying to self.* State two reasons why you feel housing outcomes were satisfying for household members.* Ask household members for their reactions regarding results of your action.* List two reasons why housing outcomes were less satisfying than expected for self and for household members.*	
*Formulates guidelines for use in future decisions which can result in satisfying outcomes for you.**	Of all the things you did, which contributed most to: a. positive outcome (for self, for household members)* b. high satisfaction (for self, for household members)*	

HOUSING BIBLIOGRAPHY

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AV	Audio-Visual
B	Book
C	Curriculum Guide
M	Miscellaneous (kit, pamphlet, directory, newsletter)
P	Periodical
TW	Text-Workbook

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HOUSING APPENDIX

A Housing Decision worksheet

B Housing Life-Line worksheet

C Resource Demand/ Supply graph

D Needs/ Values/ Goals worksheet

E Alternative/ Outcome worksheet

HOUSING DECISION WORKSHEET

Decision Objective: ______________________________

HOUSING ALTERNATIVES	REQUIRED RESOURCES				CONSTRAINTS/ RISKS	PREFER-ENCE RANKING	RISK ES-TIMATE low-high
	HUMAN	MATERIAL	COMMUNITY	TIME			

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HOUSING LIFE-LINE worksheet

Directions: Draw your housing lifeline, depicting the path of dwellings in which you have resided. Plot each dwelling by placing an X on the housing lifeline. Identify each dwelling and complete the chart, detailing information about each dwelling.

Housing Lifeline

Child

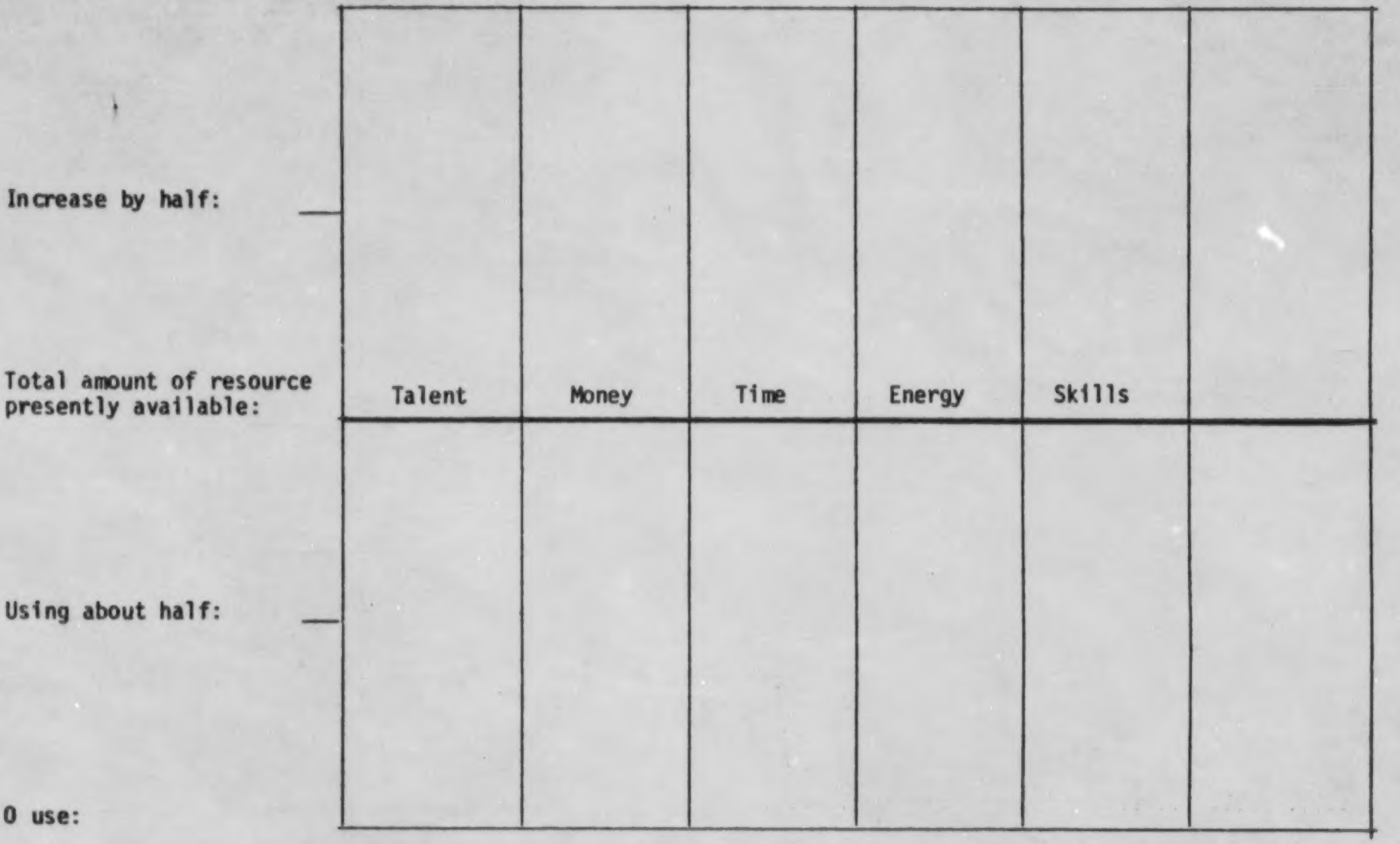
DWELLINGS	Type of Housing Unit	Time Length of Residency	Household Composition	Average Monthly Payment	Means of Payment
X					
X					
X					
X					
X					
X					

Adult

HOUSING APPENDIX B

RESOURCE DEMAND/SUPPLY graph

Directions: Below the heavy horizontal line, shade in each bar of the graph to indicate how much you are using of what you presently have of each resource.
Enter additional resources you have available (if any) in the blank box and shade these also.
Above the heavy horizontal line, shade in each bar of the graph to indicate how much you could increase each resource.



NEEDS, VALUES, GOALS Worksheet

Directions: In each box under section I, "Housing Alternatives", list identified housing alternatives. In section II list identified needs, values and goals of self, family, and community relevant to housing. In section III list those needs, values, goals of self, family and community which would be supported by each housing alternative.

	II. NEEDS, VALUES, GOALS		
I. HOUSING ALTERNATIVES	SELF	HOUSEHOLD	COMMUNITY
	III.		

ALTERNATIVE/OUTCOME

Directions: In Column I, list identified housing alternatives.
In Column II, list all possible outcomes of each housing alternative.

I. ALTERNATIVE	II. OUTCOME(S)

[redacted]

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PERCEIVES NEED FOR DECISION-MAKING	Living independently requires an ability to perceive need for decision-making and requires an ability to make decisions.	Is aware that a life style transition affects wants and needs for goods and services.
	Major changes in job, residence, household composition, or health status is usually accompanied by a shift in needs and/or wants for consumer goods and services.	
	The choices an individual makes regarding which needs and wants will be satisfied and how they will be satisfied contribute to the formation of one's lifestyle.	
	Since individuals have unlimited needs and wants, yet limited resources, resource allocation decisions are necessary.	
	Individuals expend resources to obtain goods and services to satisfy their needs and wants.	
	Decisions on the use of resources may enhance or limit potential for achieving a satisfying life-style.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies anticipated changes in needs and wants for goods and services associated with a life style transition.**	Read reference regarding decision-making.	Gelatt, et al. Decisions and Outcomes, "Decision-making: what is it?", p. 6. "What is a good or poor decision?", p. 9.
	In conference with instructor, discuss anticipated changes in job, residence, household composition, or other major area. Record these in Column I on projection chart. Also list on chart in Column II projected needs and wants accompanying each change.	Consumer Appendix A "Needs and Wants/Ways and Means" chart.*
Distinguishes between needs/wants and the ways and means for satisfying them.	Review listed needs and wants. Change any that are listed in terms of ways and means instead of needs or wants (e.g. need: transportation; ways and means: car, bus, bike).	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Prioritizes identified needs and wants.**	Read references regarding needs and wants.	Texas Tech University. "What is self-actualization?", p. 20-21.
	Discuss with instructor factors that affect your needs and wants (e.g. environmental, physical, social).	
	Complete worksheet, classifying items as necessity, convenience, luxury.*	APL Series. Consumer Economics III (Student Workbook). "The cost of luxury", p. 17.*
	With instructor, discuss identified needs and wants and classify them as: - short-range want - long-range want - short-range need - long-range need	
	On chart, in Column II, star those needs and wants that are most urgent in relation to anticipated life style transitions.*	Consumer Appendix A "Needs and Wants/Ways and Means" chart.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
SEARCHES FOR ALTERNATIVES	Decision-making involves consideration of two or more alternatives.	Is aware of potential alternatives in decisions regarding satisfaction of needs and wants for goods and services.
	Alternatives are the substance from which choices are made. Having a number of alternatives to consider expands one's opportunity for choice. Multiple alternatives also provide additional options to rely upon later, if needed. Information is a key element in the generation of alternatives. Consequently, information contributes to the decision-making power of an individual.	
	Information relevant to identifying alternatives includes knowledge about the decision-maker and about the decision-area.	
	Relevant knowledge about the decision-maker includes values, goals, commitments, skills and abilities and other resources, and constraints within which the decision-maker must operate. Information about the decision-area includes facts, concepts, and characteristics relevant to the area.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Identifies ways and means presently in mind for satisfying a particular need or want. *	Review high priority needs and wants.*	
	Enter, on chart in Column II, currently perceived ways and means for satisfying high priority needs and wants.*	Consumer Appendix A "Needs and Wants/Ways and Means" chart.*
	With instructor, discuss the degree of choice available among the ways and means described and how satisfied you are with that number of options.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Gathers information about potential alternatives.	Usually, the more one knows about possible ways and means and about oneself, the better able one is to make a sound decision.	Is aware of own behavior patterns regarding ways and means for satisfying needs and wants.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Reviews past goods and services selection patterns.**	Compile a record of the last four major purchases you have made. Indicate the good/services, the vendor, means of payment.*	
	On a scale of one-to-five (low to high), rate the degree of satisfaction of each purchase. Give reasons for each rating.*	
	With instructor, discuss each purchase and ratings.* - Was the purchase a "need"? - Did it increase your level of satisfaction? - What factors promoted the purchase? (displays, peers, ads, sales, emotions) - How did the purchase impact future income? - How did the purchase impact future lifestyle?	
	List factors you usually take into consideration when making a decision about the good/service.	
	Discuss with instructor the degree to which you consider yourself to be a "good shopper", a "competent money manager", and your satisfaction with your current level of competence.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Identify at least two decisions regarding selection of goods and services from which you received so much satisfaction that you feel you gained more than you expended. Identify: - what made it so satisfying? - had you wanted the good or service for a long time? - was the decision more a result of a specific plan or a result of a feeling or something that caught your eye at the moment?*	
	Name one good or service decision which resulted in the "biggest rip-off" you ever experienced. Describe the situation and identify the selection process. Identify: - what made it so satisfying? - had you wanted the good or service for a long time? - was the decision more a result of a specific plan or a result of a feeling or something that caught your eye at the moment?*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
	Decisions regarding goods and services are influenced by physical, psychological, and social motivations.	Is aware of factors which influence choices between ways and means for satisfying wants and needs.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Recognizes factors which influence selection of goods and services. *	Read references regarding "impulse buying".	
	List at least four impulse purchases you made during the last two months. Review one of the items purchased on impulse, evaluating it as to - what influenced you most in the decision to purchase it - would you purchase the item again Give reasons.	
	Review a past selection decision. To what degree was the decision - emotional - based on habit - influenced by another person - pre-planned *	
	Have you ever gone on a "buying binge"? What caused such a buying spree? Identify specific circumstances, people, feelings, events which contributed to this buying behavior.	
*Explores potential ways for satisfying needs and wants for goods and services.**	Describe currently perceived potential ways and means for satisfying the high priority wants and needs you identified in the Needs and Wants/Ways and Means Chart.*	Consumer Appendix A "Needs and Wants/Ways and Means" chart.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
	Information relevant to decisions regarding goods and services includes information about the want or need, information about resources, and information about the specific good or service.	Recognizes categories of information to consider in making decisions about goods and services.
	Alternatives can be considered in terms of: 1) the degree of satisfaction provided by different alternatives 2) requirements for the good/service -how it is to be used -how long it must last -what features are most important (the kind, amount, extent desired) 3) time - immediacy of the need/want (urgency) -availability of the alternative (e.g. lead-time) 4) the vendor/supplier 5) the consumer's resources -amount -availability -willingness to expend resources 6) the means and procedures of the exchange (e.g. cash only, scheduled payment plan, credit, work exchange, material trade, time exchange, skill exchange)	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies general categories of information relevant to goods and services decisions.**	Describe each ways and means listed on the Needs and Wants/ Ways and Means Chart according to the following categories of information: - supplier(s) of good/service - cost to self - means of exchange - time required to obtain good or service in relation to time available until want or need must be fulfilled.*	Consumer Appendix A "Needs and Wants/Ways and Means" chart. *
Generates additional ways and means for satisfying each high priority need or want identified.	Interview individuals, read references concerning want or need and potential alternatives.	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Using the classified want-ads of a newspaper, identify at least four ways and means that could meet each high priority need or want identified.*	
	List at least two ways and means (in addition to those alternatives previously entered) in Column III of Needs and Wants/ Ways and Means Chart for satisfying each high priority need and want listed in the anticipated needs and wants column.	Consumer Appendix A "Needs and Wants/Ways and Means" chart.*
*Provides information presently known about all identified ways and means for each information category designated as relevant to decision.**	In conference with instructor, review the total set of ways and means identified for satisfying needs and wants in terms of: a. personal preference b. potential for satisfaction of needs and wants c. requirements for the good or service d. time requirements e. supplier f. cost g. exchange mechanisms*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Identifies gaps in knowledge about potential alternatives.	In beginning stages of decision-making regarding consumer goods or services, knowledge about alternatives is often limited.	Identifies present and needed knowledge about alternative ways and means.
◇ Identifies sources of information about potential alternatives.	There are sources of information about consumer goods or services that may be consulted to increase knowledge about recognized alternatives and to expand awareness of additional alternatives. These sources include: - articles in newspapers, consumer magazines, books - advertisements - consumer information publications - labels, seals, quality symbols, product testing services, guarantees and warranties - public and private consumer agencies/departments - sales people	Demonstrates awareness of possible sources of information needed for making decisions about ways and means.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Referring to the set of identified ways and means, specify those ways and means for which you need more information and the kind of information needed.**	Complete a data form (such as that given in Appendix B) for each high priority need or want associated with your anticipated transition.*	Consumer Appendix B "Ways and Means Data Form".*
	Complete the form with the information you presently have. Star those boxes in which you need to gather more information.*	
	Compile a list of questions you have regarding the alternative ways and means.	
*For each information need identified, specify at least two information sources.**	In discussion with instructor, identify those sources of information which you usually call on when gathering information about a good or service. Give reasons why you have chosen these sources of information.*	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Explore printed reference materials regarding goods and services utilizing: - consumer publications - use and care manuals for products - product information available from consumer organizations - advertisements.*	Changing Times* Consumer Bulletin* Consumer Reports* Current Consumer* Yellow pages of telephone book* Newspapers* Government consumer information publications*
	Identify persons, public and private agencies and organizations in the community which provide consumer information.*	Agricultural County Extension Service Better Business Bureau Community Information and Referral Center Chamber of Commerce Customer Service/Consumer departments of businesses Professional societies Trade unions

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Examine tags, labels, standards of quality, and/or guarantees and warranties which may accompany goods and services. For each, identify the type of information provided and its value to the consumer.*	Money Management Institute. Your Shopping Dollar. "Types of quality standards", p. 17.* "Examples of seals", p. 18.* "Information on labels", p. 19.*
	For each starred box in the Ways and Means Data Form, write in sources which could provide the needed information.	Consumer Appendix B "Ways and Means Data Form".
Reviews information sources consulted.	On a separate sheet, list all sources (including those you discovered) which offer information about goods and services.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Applies criteria for choosing information sources.	Information sources vary as to accuracy and comprehensiveness of information provided. Generally, a more extensive and careful search for information is warranted when the consequences of a decision are important to an individual, and are costly in terms of resources.	Differentiates between sources which provide information about goods and services as to accuracy, comprehensiveness, availability, cost, and usefulness of the information provided. Assesses extent to which accuracy and comprehensiveness of information is important in relation to decision to be made. Identifies criteria for selecting sources of information about ways and means.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Lists criteria for choosing information sources (e.g. accuracy, availability, cost).	Read references regarding choosing information sources. Discuss key points with instructor.	Gelatt, et al. Decisions and Outcomes, "The doctor's dilemma", p. 23-24. "The emotional impact of information", p. 26.
	State an approximate amount of resources associated with the decision and the importance of the decision to self and others.	"The evaluation of experience", p. 29. Scholz, et al. "How can you make sure you collect useful information?", p. 46.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
	Advertising serves as an obtrusive means of delivering information about a good or service to the consumer. The purpose of advertising is to sell something. Advertising may provide useful information about a good or service and can also be misleading.	Is aware of purpose, presence and extent of advertising in daily life.
		Is aware of advertising techniques.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Recognizes role of advertising in the marketplace.**	Read references regarding the purpose of advertising.	APL Series. Consumer Economics III (Reading Book), "The purpose of advertising", p. 103-104.
	Answer worksheet questions regarding advertising.	APL Series. Consumer Economics III (Student Workbook), "The purpose of advertising", p. 69-70.
	Watch television for an hour. Count the number of commercial advertisements that appear during that time.*	
	Count the number of ads heard on the radio during an hour.*	
	Count the number of pages devoted to advertising in a magazine.*	
	Count the number of ads lining the walls of a city bus; on each page of the newspaper.*	
*Recognizes advertising techniques.**	Examine examples of ads for goods and services under consideration and identify appeals, fallacies presented.*	Magazines, newspapers.*
	Read references regarding advertising techniques.	APL Series. Consumer Economics III (Reading Book), "How advertising gets results", p. 105-115.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Complete worksheet on advertising techniques.	APL Series. Consumer Economics III (Student Workbook), "How advertising gets results", p. 71-75.
	Meet with instructor to discuss advertising techniques. Review four magazine ads and identify the techniques used to influence readers.*	Magazine advertisements*
	Read references suggesting how to effectively assess and utilize advertising. Discuss key points,	APL Series. Consumer Economics III (Reading Book), "How to get the best of advertising", p. 116.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Chooses sources of information that meet identified criteria (e.g. accuracy, appropriate amount of information, usefulness of information to self, cost of obtaining information).

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Selects sources of information regarding ways and means and goods and services; indicates reasons for choices.	In conference with instructor, present list of information sources you've chosen to review in relation to information needs. Give reasons for choices.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Records information discovered.	Keeping records of information discovered allows for comparison of alternatives at a later time.	Records information discovered from the selected information sources.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Using a prepared form, records data gathered from information search.**	Prepare a time schedule for researching information sources for each ways and means alternative. Identify source and date when information was produced and obtained.*	Consumer Appendix B "Ways and Means Data Form".*
*Gathers and records information for one half of the identified information needs.**	Enter information provided by each source on data form initiated previously.*	Consumer Appendix B "Ways and Means Data Form".*
*Gathers and records information for remaining one-half of identified information needs.**	Place information from each source in appropriate categories on data form. Example: Transfer notes taken during a phone interview to prepared form. Transfer information from printed materials received to prepared forms. Transfer information from filmstrips reviewed to prepared forms. Transfer information from notes or tapes of personal informational interviewing to prepared forms.*	Consumer Appendix B "Ways and Means Data Form".*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Identifies the alternatives to be examined.	The initial set of tentative alternatives may change as information is discovered and received.	Examines and, if necessary, re-defines the pool of ways and means alternatives. Selects ways and means alternatives to be pursued.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines those ways and means alternatives to be considered further.**	With instructor, review previous exercises concerning ways and means. Review options identified. Confirm these or select other options.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Identifies constraints relevant to alternatives (e.g. time, family, geography, mobility, criminal record, tolerance for risk).	A person is, at times, prevented from carrying out alternatives because of certain constraints. Constraints are limitations on the pursuit of alternatives. Constraints can be categorized as environmental and personal; imposed and chosen; short-term and long-term.	Recognizes existing constraints relevant to ways and means alternatives.
		Considers degree of change possible in existing constraints, relevant to ways and means alternatives.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Defines "constraint".	Discuss the meaning of "constraints" with instructor. Read reference materials regarding analysis of constraints.	Gelatt, et al. Decisions and Outcomes, "Risk taking", p. 32. Loughary, J. "I can't change because", p. 83-94.
*Identifies existing constraints relevant to ways and means alternatives. (e.g. time, family, criminal record, tolerance for risk, skills, money, location).**	List the three most significant constraints for each ways and means alternative.*	
*Categorizes constraints as personal/environmental; imposed/chosen; short-term/long-term.**	Group the constraints as to personal/environmental; imposed/chosen; short-term/long-term; indicate those constraints which could be easily changed and those more difficult to change.* Discuss your list of constraints with instructor, friend, or family member. Ask for feedback.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Examines resources that affect decision.	Acquisition of goods and use of services requires the expenditure of resources. Most resources can be applied to more than one use, but generally when resources are expended, they are not available for other uses. The cost of using resources in a certain way can be measured in terms of the alternatives foregone.	Demonstrates awareness of idea that decisions regarding ways and means for satisfying wants and needs have implications for use of time, money, knowledge, skills and community resources.
☐ Identifies material, human, and community resources that relate to the decision.	Different ways and means alternatives require the expenditure of different amounts and kinds of material, human, and/or community resources.	Identifies resource options which could be used for implementing ways and means alternatives and the extent of resources required for each alternative.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Defines "resource" and illustrates relationship to ways and means alternatives.	Define resource.	Texas Tech University, "Resources-what do we mean?", p. 31-34. "My resources", p. 37.
	Given the definition of resources, and, given a list of items, circle those items which you would identify as resources.	Consumer Appendix C "Resource List".
	Given a list of ways and means alternatives for satisfying needs and wants, identify the resources that each would require.	Consumer Appendix D "Goods and Services Alternatives/ Resources Required".
*Records the human, material, and community resources required for each ways and means alternative.**	Thinking about the ways and means alternatives identified, note the human material, and community resources required to implement each alternative. Record in Column IV of the Needs and Wants/ Ways and Means Chart resource requirements (i.e. type of resource and amount of resource required). Identify resource options where possible.*	Consumer Appendix A "Needs and Wants/Ways and Means Chart".*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Determines which of the required resources are potentially available.	Of the set of resources required to implement alternative ways and means, some will be available and some may not be available. The amount and kind of resources available is a major factor in deciding between ways and means. Expenditures for goods and services are influenced by amount of money income, needs and preferences of the individual, and by the price of the goods and services. Sources of money income can include payment for work, property income, interest income, income from insurance policies, alimony payments, inheritance, and transfer payments (e.g. social security, veterans benefits, public assistance). Money expenditures can be categorized as fixed and flexible. Fixed expenses include such items as monthly rent or mortgage payments that must be paid at regular intervals and in fairly set amounts. Flexible expenses vary from month to month or year to year and allow a person some control over their amount and timing.	Determines purchasing power.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines amount of monthly income.**	Tabulate your total monthly income.*	Texas Tech University. "What is our income?", p. 84.*
*Identifies monthly expenditures items.**	Read references regarding money expenditures.* Discuss with instructor the difference between fixed expenses and flexible expenses.*	APL Series. Consumer Economics II (Reading Book), "How to make a budget", p. 11-13.* Money Management Institute. Reaching Your Financial Goals, "What are your fixed expenses and set asides?", p. 12-13. "What are your flexible expenses?", p. 16-17.
*Identifies fixed and flexible expenses.**	Review a list of items of fixed expenses. Select and list on an expenditure form those items which are your monthly fixed items. Add any item not listed.*	Money Management Institute. Reaching Your Financial Goals, "Fixed expenses", p. 13.*

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	Review a list of items of flexible expenses. Select and list on an expenditure form those items which are frequently flexible expenses for you. Add any items not listed.*	Money Management Institute. Reaching Your Financial Goals, "Flexible items", p. 17. APL Series. Consumer Economics II (Student Workbook), "Possible budget items", p. 17.* "Sample budget form #1", p. 18.* "Sample budget form #2", p. 19.* "Sample budget form #3", p. 20-21.*
*Determines amount of monthly expenditures.**	On a form, list your actual monthly expenditures. Categorize these as to fixed/flexible. Calculate total for monthly expenditures.*	

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines the relationship between monthly income and expenditures.**	On the form subtract your total monthly expenses from your total monthly income.*	
	Discuss your expenditure form and resulting balance with instructor.	
	Are all essential expense categories included?	
	Are expenses greater than income?	
	Does income meet expenses but there is no balance left?	
	Are expenses less than income, leaving a balance each month?*	
	Summarize your present purchasing power.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Identifies non-money resources which could be applied to identified ways and means alternatives.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Relates presently owned goods and presently available services to identified ways and means.**	Are there items you have now that could be converted or adapted to meet need or want? Are there services now available which could be used in a different way to satisfy the identified need or want?*	
*Relates skills resources to identified ways and means alternatives.**	Identify any job or personal skills and talents you could exchange for goods and services that would satisfy your need or want.*	
*Relates time resources to identified ways and means options.**	Examine your resources of time. Can you wait until you save enough cash - are you willing to wait? Can you use time to earn money resources or to produce the good or service needed or wanted or to exchange skills and talents for needed or wanted goods and services.* Summarize your status as to what non-money resources are available and their extensiveness.*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
	Borrowing money or other resources enables a person to obtain a good or service sooner. Borrowing money temporarily increases one's total purchasing power. A money loan must be paid out of future income.	Considers potential for resource loans as a way of obtaining needed or wanted goods/services.
	Sources from which money can be borrowed include friends and relatives, commercial banks, credit unions, consumer loan companies, credit departments in stores, and savings and loans associations.	
	People who borrow money, or buy on time, normally pay an interest or finance charge. Rates vary upon availability of funds, sources, services provided and the individual's credit rating.	

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Relates other persons' resources to identified ways and means options.**	Identify and list those friends/relatives/persons from which you could borrow/exchange resources to be applied toward satisfaction of your need or want.*	
*Relates use of credit to identified ways and means options.**	Review your past experiences with the utilization of credit. Determine if you are a good credit risk, discuss your credit rating.*	
	View a filmstrip concerning the use of credit. List key points.	Money Management Institute. Be Credit Wise, filmstrip.
	Study references regarding consumer credit. Answer questions of: - what consumer credit is - why individuals/families use it - types and kinds of credit available - sources from which to purchase credit	Hall, B. "Loans and credit", p. 100. "Establishing credit", p. 102. "Installment loans", p. 109-114. Maley, C. It's Your Money - Book II.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
		Margolius, S. How to Cope with the High Cost of Living. Mellers, T. The Money Book. Money Management Institute. It's Your Credit - Manage it Wisely. Texas Tech University. "Should you use credit?", p. 107. "Types of credit", p. 108-109. Udvari, S. Family Money Management.
	Using form provided, determine how much credit you can afford. Given the balance, evaluate your present financial capacity to use credit. List all cash credit lenders in the community. Find out interest rates and repayment terms for each. Summarize your status regarding availability and costs of resource loans.*	Money Management Institute. It's Your Credit - Manage it Wisely, "Managing credit dollars", p. 24.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Differentiates between those required resources which are now available and which could likely be obtained.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies which of the required resources are now available; those which could be obtained easily and with difficulty.**	Review your entries in Column IV of the Needs and Wants/Ways and Means chart and the information for each ways and means being considered on the Ways and Means Data Form. Star those resource requirements that are presently available. Check those resources which could likely be obtained. Suggest means by which these resources could be obtained (Consider increasing purchasing power, non-money resources, and resource loans). Underline those resources which would be difficult to obtain or develop.*	Consumer Appendix A "Needs and Wants/Ways and Means" chart.* Consumer Appendix B "Ways and Means Data Form".*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
Considers other demands on available resources.	Generally not all of the resources appropriate for implementation of an alternative can be used due to other demands on these resources.	Identifies multiple demands on resources required to implement identified ways and means.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Identifies all demands on the resources required by each ways and means alternative.	Review case studies illustrating influence of resources on lifestyle. Note the shifting of allocation of resources to reach goals.	Worthington, C. Lifestyles: Options for Living, filmstrip.
	Name at least two other current needs which place demands on your available resources. What changes could you make in resource demand/supply?	
	Graph the present demand/supply relationship for each required resource. Include all demands on which you must expend your resources.	Consumer Appendix E "Resource Demand/Supply" graph.
	Meet with instructor and explain your graph of resources/demands. Project total monthly money income and monthly expenses; compare money resources available for goods and services required by each ways and means.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Examines values and goals that enter into decision.	Personal and others' values and goals consciously and unconsciously influence decision-making.	Develops awareness of role of values and goals in decisions regarding ways and means for satisfying wants and needs for goods and services.
△ Identifies personal needs, values and goals that enter into decision.	Personal needs, values, and goals are important to consider when making a decision regarding goods and services. People are generally more satisfied when they seek to fulfill needs and wants with goods and services that are consistent with personal values and goals.	Recognizes personal needs, values and goals relevant to goods/services decision.
△ Identifies family needs, values and goals that enter into decision.	When significant others are an integral part of an individual's lifestyle, their needs, values, and goals are important considerations when making goods/services decisions. Values and goals differ for each family group and for each family member.	Recognizes needs, values, and goals of significant others relevant to goods/services decision.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Contrasts present and desired lifestyle as to role of underlying values and goals in each.	Read case study concerning making choices. Suggest alternatives and a decision for the characters in the case. Identify underlying values.	Scholz, et al. "Kim...conflicting values", p. 20-21. "Sometimes it is difficult to do what you want", p. 22-23.
*Determines the relationship between at least two personal needs, values, and goals and the choice to be made between the alternative ways and means.**	Name ten major items which you have purchased recently. Try to see a pattern that would help identify your needs, values, and goals.*	
	Identify your values through value exercises.*	Simon, S. "What's in my wallet?", p. 80.*
*Determines the relationship between at least two values and goals held by significant others and anticipated goods/services decision.**	Identify persons who are significant others in your life. List their names and two or three things they like to do. Suggest values and goals that underlie these activities.*	Simon, S. "Who are all of those others and what are they doing in my life?", p. 87.* Kirn, A. "Key relationships", p. 71-72.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
	List family needs, values and goals along with your own needs, values and goals.*	Consumer Appendix F "Needs/Values/Goals" worksheet.*
*Relates values and goals to life-cycle.**	Identify stages in the life-cycle. Locate your stage. Relate ways and means alternatives being considered to life-cycle.*	
	Predict major goals/events of each significant other for the next five years. List these potential changes in the family life cycle. Identify if any of these events and changes are likely to alter or increase your resources available.*	
	Read case study regarding a family's life-cycle and changing needs.	Money Management Institute. It's Your Credit - Manage it Wisely, "Credit-users - who are they?", p. 10-11.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Recognizes potential areas of value conflict between self and significant others and probable consequences of value conflict.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Indicates which values and goals held by significant others may conflict with personal values, goals, or with goods/services decisions and/or resource demands.**	List four or five things each of these significant others want you to value - what they want you to be, to do, to think. Take on the role of each of your significant others and identify what that person would describe as their own needs and values. Discuss your ways and means alternatives for satisfying needs and wants with significant others.*	
*Considers action that could be taken regarding each area of conflict between personal and significant others' values and goals and ways and means.**	Cross-compare own and significant others' values and goals to the ways and means alternatives you are considering. Identify consistencies and inconsistencies. Make suggestions about what could be done regarding each area of conflict. Discuss with instructor.*	Consumer Appendix F "Needs/Values/Goals" worksheet.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Identifies community and societal values, needs and goals that relate to decision.	Neighborhoods place more value on some ways and means for meeting needs for goods and services and less value on other ways and means. These values are a factor in the observable variations between neighborhoods.	Recognizes community and societal values regarding ways and means being considered. Discriminates values which are local perspectives from those which represent societal perspectives and/or norms.
		Identifies potential areas of value conflict between self and community and probable consequences of value conflict.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Lists two values the neighborhood or community holds regarding ways and means being considered for satisfying needs and wants.**	Cite two evidences you have observed which indicate values held by your neighborhood or community regarding ways and means being considered for satisfying needs and wants.*	
Identifies one or more potential areas of value conflict between self and community.	Identify how the general business community regards extending credit to women, to ex-offenders.	CONtact "To establish credit", p. 49-50. Money Management Institute. It's Your Credit - Manage it Wisely, "Are you credit worthy?", p. 11-12. "Fair Equal Credit Opportunity Act", p. 16.
	Identify any beliefs you or your community hold that could become obstacles to meeting your needs for goods/services. Identify specific expressions of these beliefs. State reasons why you regard these as obstacles. What is likely to be the outcome if you a. try to remove the obstacle b. do not try to remove the obstacle*	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
CHOOSES THE BEST ALTERNATIVE.	After consideration of alternative ways and means of satisfying wants and needs for goods and services, examination of relevant resources, needs, values and goals that enter into decision, identification of constraints, identification of possible consequences of each alternative, generally, one or two, of the alternatives being considered will emerge as being most desirable.	Recognizes that after considering all factors related to the goods/services decision, a choice needs to be made between the alternatives.
◇ Integrates information gathered about alternatives with information about resources, and values and goals, and constraints.	Personal, family, and community needs, values, and goals influence alternative ways and means one can and is willing to consider and the resources one can and is willing to expend. Usually, not all needs nor all goals can be met to an optimum degree. Values determine which needs and goals will receive greater priority in the choice of alternative ways and means, in the allocation of resources, and in the reduction of constraints.	Summarizes information regarding alternative ways and means, resources, values, goals, and constraints.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Summarizes notes from information sources. Compares information discovered about possible alternatives to resource demands, values, goals, and constraints.**	Review information regarding resources, values, constraints, and alternatives. Complete charts where needed.	Consumer Appendix A "Needs and Wants/Ways and Means" chart.* Consumer Appendix B "Ways and Means Data Form".*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Determines possible action for dealing with constraints.	Some constraints related to alternative ways and means for satisfying wants and needs can be easily removed. Others are more difficult to deal with. Sometimes effort to remove or reduce a constraint can make a desirable alternative a feasible one. Scarce resources represent a particular kind of constraint.	Identifies those alternative ways and means worth the effort to reduce constraints.
◇ Determines which resources one is willing to use for given demands.	Personal and others' values and goals as well as situations influence which resources one is willing to apply to a given purpose.	Allocates resources to specific alternative ways and means.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies current efforts to reduce impact of constraints.**	For each constraint, (including scarce resources) that is relevant to ways and means alternatives, indicate what, if anything, your are doing or might do about the constraint - either to remove it, to modify it, or to cope with it. Implement one of your ideas.* Discuss the constraints you have identified, and actions for each, with your instructor.*	Scholz, et al. "Decisions/Risks", p. 71. "Evaluating risks", p. 77. Kirn, A. "Questions regarding constraints - constraints - what holds you back", p. 63.
*Lists those resources one is willing to use for implementing each alternative ways and means. States reasons for each resource choice.**	Using the information about resource requirements for each alternative, and type and availability of resources, allocate resources you could and/or would be willing to use to implement each alternative ways and means. Verbally state reasons for choices.* Review resource allocations and reasons. Summarize resource demands and ways and means alternatives that seem to emerge as important to you.*	Consumer Appendix E "Resource Demand/Supply" graph.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
○ Differentiates between desirable and undesirable alternatives and those more and less feasible.	Grouping alternatives allows one to see their differences and similarities.	Groups alternative ways and means for satisfying needs and wants into categories based on desirability and feasibility.
☐ Identifies possible consequences of each alternative being considered.	Consequences are the result of action or inaction. By considering possible consequences and their likelihood of occurring, the degree of risk associated with each ways and means alternative can be better determined. Sometimes consequences are difficult to predict; forecasting consequences provides opportunities to explore feelings about them prior to decision.	Predicts possible consequences of each ways and means alternative being considered. For each, assesses the importance of the outcome and the risk involved.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Ranks ways and means alternatives being considered from most to least desirable.	Do four rankings (from most to least desirable) of alternatives being considered, one ranking for each of the following: a. personal needs, values, goals b. family needs, values, goals c. community concerns d. resource requirements e. degree of risk involved.	
*Describes possible consequences of each ways and means alternative being considered.**	Read references regarding predicting outcomes. Discuss the importance of trying to predict consequences in making decisions about alternatives.*	Gelatt, et al. Decisions and Outcomes, "Predicting Outcomes", p. 34. "What would happen if", p. 35.*
Rates each alternative being considered as to importance of the probable outcome and to the amount of resources and risk involved.	For each alternative, suggest possible consequences, and their importance in relation to the amount of resources required and the risk involved.	Consumer Appendix G "Alternative/Outcome".

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Makes a commitment to one alternative.	Choosing one alternative involves commitment to that alternative. With this commitment, other alternatives previously considered are rejected in favor of the chosen alternative (at least for the time being until new information is introduced, or circumstances change).	Chooses one ways and means alternative for satisfying wants and needs for goods and services to be pursued.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines probability of success for each alternative.**	State the probability of your being successful in implementing each ways and means alternative. (Consider factors of time, life-style, income, expenses, impact on family). State how willing you are to take the risks identified.*	Gelatt, et al. Decisions and Outcomes, "Risk-taking", p. 32.* Scholz, et al. "Your risk-taking behavior", p. 70-71.*
*Verbally states ways and means decision.**	Share and discuss your decision with instructor.* Record choice.	Hagberg, J. "Excursion Contract", p. 17.*

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
PLANS A COURSE OF ACTION.	To make a decision a reality requires action. Usually, several courses of action for implementing a decision are possible. An individual must decide on a particular course of action, the steps to take, an appropriate sequence for these steps, the time each step will require, and the resources required by the course of action. Steps, sequencing, time estimates, and resources are basic parts of an action plan.	Identifies the need to devise a plan for action which leads to the chosen ways and means.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Expresses recognition of the importance of planning action to achieve goals.	Name components of an action plan. Describe how each component contributes to developing a strategy to reach a goal.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
◇ Chooses a course of action.	A course of action is the particular strategy used to carry out a decision. Different courses of action require different types and amounts of resources. Comparing prices and quality of goods and services, brands, makes, models, providers, vendors, may result in more efficient use of some resources (e.g. money) but may be more costly in terms of other resources (e.g. time).	Considers possible courses of action which could lead to the chosen good/ service.

◇

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Identifies possible courses of action. Describes pros and cons of each.	Discuss the makes, brands, models of the good or the providers of a service you have chosen as a ways and means for satisfying a want or need. Read labels, brochures, consumer publications, ads and other references, talk to salespeople providers and consumers of the service, the Better Business Bureau, examine the article to obtain information about cost, method of payment, written agreements, special features and requirements, workmanship, size, color, style, maintenance requirements, guarantees and warranties, credentials of providers associated with the good or service being pursued.	APL Series. Consumer Economics III (Reading Book), "Buying an automobile", p. 78-82. "How much does your car cost?", p. 87. Changing Times Consumer Reports Current Consumer Money Management Institute. Your Automobile Dollar. Your Equipment Dollar. Your Food Dollar. Your Home Furnishings Dollar. Your Recreation Dollar. Your Shopping Dollar. "Buying guides for goods", p. 10. "Buying guides for services", p. 11-12. Texas Tech University. "Buying principles", p. 225. "The seven-way test of buymanship", p. 226. "Before you sign - check", p. 126-127. "Legally binding contracts", p. 116-117.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
		Determines a specific strategy for implementing the decision.
○ Decides which steps to take.	The course of action determines the set of steps to be included in the plan.	Determines the precise actions required by the chosen course of action for reaching good/service goal.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Based on information regarding good or service, chooses the specific good and its vendor or provider of service which will best satisfy want or need.	Verbally state which make, model, brand, and vendor of the good or which provider of the service you've determined to be the best choice for you.	
Describes types and amounts of resources required for the good or service chosen.	List specific resources you will need to obtain the chosen good or service. Include human, material, community and other resources.	
Identifies the necessary steps for action plan.	Draw a diagram, plotting all the steps required to obtain the good or the service.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Decides sequence of steps.	Sequencing involves ordering the action steps.	Determines if some of the action steps need to be accomplished before others can be carried out.
△ Designates dates and times for steps.	Scheduling involves setting a time structure for the sequence. A well-designed plan includes appropriately sequenced steps and is feasible for the individual to accomplish in terms of time, energy, and other resources.	Identifies a tentative dated time schedule for implementation of each planned step. Critiques own plan of action for completeness, appropriate sequence, and feasibility. Evaluates action plan for realism in relation to lifestyle.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
Orders the action steps to be taken.	Number the steps you listed for your course of action in the order in which they need to occur.	
Estimates the length of time required for each step.	Set plan in a time frame identifying dates for implementation of each step.	Hagberg, J. "Excursion contract", p. 17.
Estimates the times at which different resources will be needed.	Develop a chart showing time line of plan and resources required.	
Examines plan for comprehensiveness, appropriate sequence, adequacy of time, and feasibility for self.	Critique plan according to the following questions: - Is the plan based on reliable information? - Are the steps in proper order? - Why? - Are there any steps missing? - Is the plan currently possible?	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
IMPLEMENTS PLAN.	Goal achievement involves the process of making a decision, planning for action, and taking action.	Follows planned steps in planned sequence and according to planned time schedule.
◇ Checks progress in relation to plan.	For a plan to be useful, one must periodically refer to it. Conditions, circumstances, and information change and as a result, the plan may need revision. When progress is inconsistent with the plan, adjustments may involve changing the plan or one's behavior.	Compares action taken to plan for action. Adjusts plan as needed in relation to progress.
○ Identifies confounding and facilitating circumstances and their relationship to progress.	Circumstances may aid or confound progress. Some circumstances may be altered by the individual, while some cannot be affected by an individual.	Differentiates those barriers and facilitating conditions that are within one's control from those that are not.

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SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Completes initial steps in plan.**	During initiation of plan, record any unexpected occurrences and personal reactions.*	
Compares own progress with plan. Identifies inconsistencies.	Meet with instructor to review on-going action. Discuss inconsistencies between progress and plan.	
	Referring to your plan for action, review each component. Assess accuracy of estimates, predictions, and information. Note any inconsistencies.*	
Identifies at least two barriers hindering progress.	Discuss at least two barriers hindering progress.	
Identifies at least two circumstances facilitating progress.	Discuss at least two circumstances that facilitated progress.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
☐ Adjusts plan, action, resource allocations, or circumstances if needed.	Monitoring progress in relation to plan is helpful in identifying where adjusting plan could improve progress.	Determines components of plan where changes could be made.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Changes steps, sequences of steps, timing of steps, resource allocations, or circumstances, if needed.**	Discuss any changes in steps in plan.*	
	Discuss any changes in sequence or timing of steps in plan.*	
	Discuss any changes in resource allocations.*	
	Discuss any changes in circumstances relevant to goods/services plan. Describe possible action for responding to unfair treatment in the marketplace.	APL Series. Consumer Economics III (Reading Book), "A practical primer for consumers", p. 121-122. "Mrs. Wilson gets ripped off", p. 94-95. "Legal facts on consumer fraud", p. 125-126. "Should I complain?", p. 127. "Suing in small claims court: a handbook for consumers", p. 130-135. APL Series. Consumer Economics III (Student Workbook), "Agencies to call in case of fraud", p. 96. "Where to get help", p. 128.

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Assesses outcome of chosen alternative.	Outcomes are what happened as the result of a decision. Outcomes include changes that have occurred in people, or circumstances, or the development of a product.	Recognizes outcomes.
△ Compares actual results with intended results.	The actual outcomes of a plan may meet expectations, or may be greater or less than expectations.	Identifies ways in which results met expectations and ways in which expectations were not met. Identifies possible reasons why expectations were met, not met, or exceeded.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Identifies outcomes.**	Having completed your action plan, list all outcomes of your action.*	
*Compares predicted outcomes of goods/services plan to actual outcomes.**	Discuss your plan and identified outcomes with a significant other. Ask for feedback as to additional outcomes they perceive.* On your list, group outcomes as expected and unexpected. Star the most unexpected outcome.* Review predicted outcomes in relation to actual outcomes. Diagram a map depicting route of action steps taken which led to unexpected outcomes. Include a list of circumstances which led to unexpected outcomes.	
*Recognizes links between plan, action, circumstances, and outcome.**	In conference with instructor verbally list the two most important factors that led to expected outcomes. Verbally list the two most important factors that led to unexpected outcomes.	

PROCESS	GENERALIZATION	INSTRUCTIONAL OBJECTIVES
△ Assesses satisfaction with outcomes.	Outcomes can be judged both in terms of consistency with plan and how one feels about the results.	Identifies desirable/undesirable effects of goods/services choice on self and family.
		Identifies possible reasons for positive and negative aspects of outcomes.
		Projects changes one would make in a similar goal or plan in the future.

SOME SUGGESTED STUDENT GOAL GUIDES	SOME SUGGESTED ACTIVITIES	SOME SUGGESTED REFERENCES
*Determines degree of satisfaction with outcomes.**	Rate satisfaction with each outcome on a scale from one to five.*	
*Identifies criteria for satisfaction.**	State two reasons why outcomes were satisfying to self.* State two reasons why you feel outcomes were satisfying for significant others.* Ask significant others for their reactions regarding results of your action.* List two reasons why outcomes were less satisfying than expected for self and significant others.*	
*Formulates guidelines for use in future decisions which can result in satisfying outcomes.**	Of all the things you did, which contributed most to: a. positive outcome (for self, for significant others)* b. high satisfaction (for self, for significant others)*	

CONSUMER GOODS AND SERVICES

Coding Key:

AV	Audio-Visual
B	Book
C	Curriculum Guide
M	Miscellaneous (kit, pamphlet, directory)
P	Periodical
TW	Text-Workbook

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CONSUMER APPENDIX

A Needs and Wants/ Ways and Means Chart

B Ways and Means Data Form

C Resource List

D Goods and Services Alternatives/ Resources Required

E Resource Demand/ Supply Graph

F Needs/ Values/ Goals Worksheet

G Alternative/ Outcome

NEEDS AND WANTS/WAYS AND MEANS chart

COLUMN I	COLUMN II	COLUMN III	COLUMN IV
CHANGE/TRANSITIONS (e.g., job, residence, household composition, health status)	ANTICIPATED NEEDS/WANTS associated with each transition (e.g. transportation)	ALTERNATIVE WAYS & MEANS for responding to each anticipated need or want (e.g., bus, bike, car)	RESOURCES REQUIRED for Ways and Means (e.g., money, time, energy, skill, talent)

WAYS AND MEANS DATA FORM

WAYS AND MEANS ALTERNATIVES	DEGREE OF SATISFACTION POTENTIAL (1-5, Low to High)	FEATURES	TIME REQUIRED		POSSIBLE SUPPLIER(S)	MONEY COST		MEANS OF EXCHANGE (e.g. loan, cash, time, labor, skill)
			to aquire	to use		initial	continuing	

RESOURCE LIST

Directions: Resources are what you can use to meet your goals.
Circle each item listed below which you feel is a resource for you.
Add other resources as you think of them.

NEWSPAPERS

BASIC SKILLS (reading, writing)

RELATIVES

BICYCLE

CLOTHING

WORK SKILLS

IMAGINATION

BUS SERVICE

MUSICAL INSTRUMENTS

FOOD CO-OPS

FRIENDS

COMMUNICATION SKILLS

DISCOUNT STORES

YOUR ATTITUDE

HOUSE

SAVINGS

LIBRARY

COUNSELORS

EMPLOYMENT SERVICE

DECISION-MAKING SKILLS

TELEPHONE

DAY CARE CENTER

TIME

CREDIT

BOOKS

FURNITURE

WANT-ADS

JOB-TRAINING PROGRAMS

KNOWLEDGE YOU POSSESS

PATIENCE

CREDIT RATING

SPECIAL TALENTS

CAR

INSURANCE

HEALTH

MANAGEMENT SKILLS

FOOD STAMPS

TELEPHONE

BUS SERVICE

EDUCATIONAL INSTITUTIONS

GOODS AND SERVICES ALTERNATIVES/RESOURCES REQUIRED

Directions: Given the need, and alternative ways and means of satisfying the need, complete the chart by listing the resources required for each alternative.

ALTERNATIVES	RESOURCES
NEED: TRANSPORTATION	
Take the bus	
Buy a new car	
Buy a used car	
Buy a new bike	
Buy a used bike	
Borrow a car	
Borrow a bike	
Buy a motorcycle	
Carpool	
Walk	

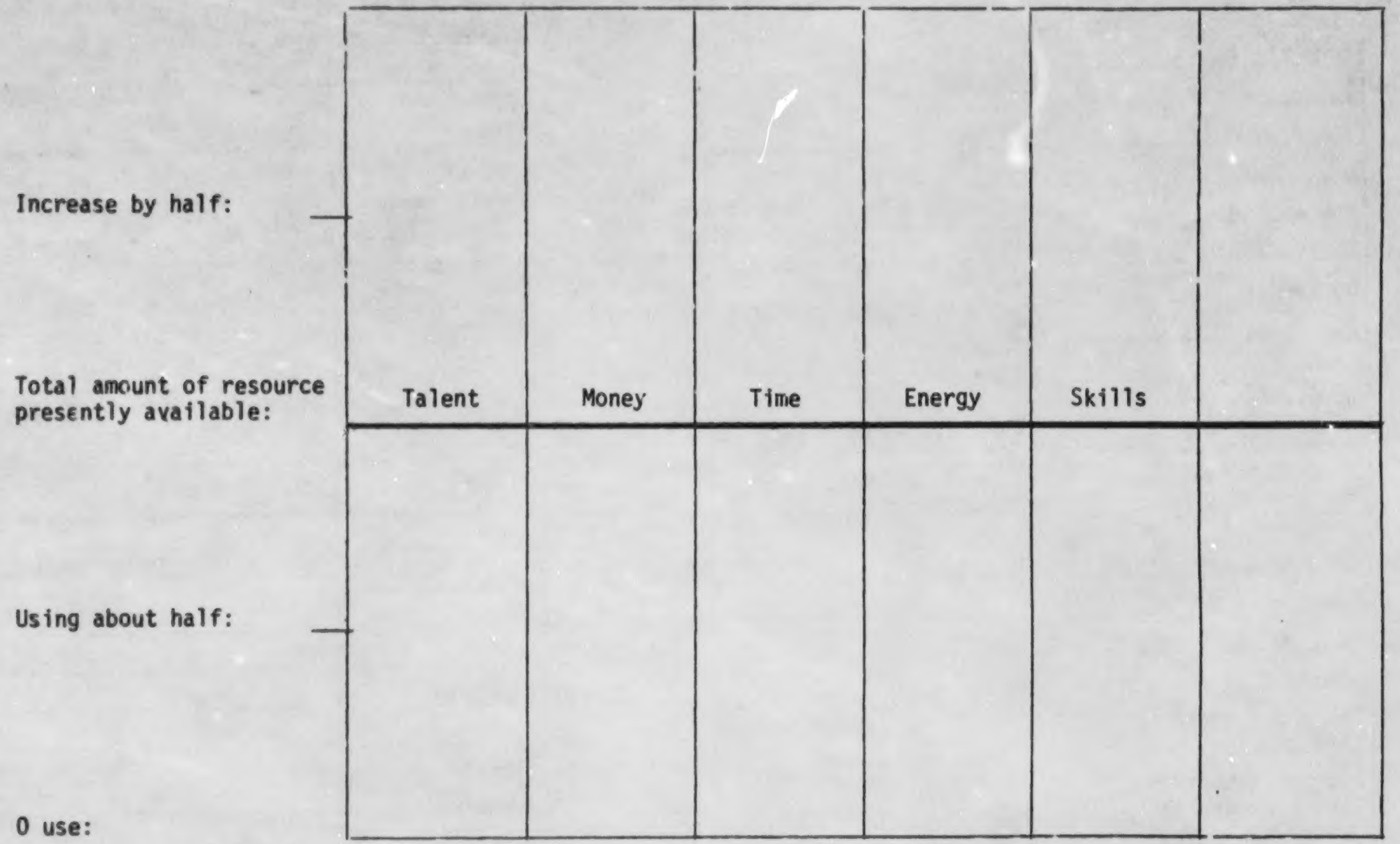
ALTERNATIVES	RESOURCES
NEED: DENTAL CARE	
Dental Plan through job	
Take out dental insurance plan	
Obtain services of private dentist when needed	
Use service of dental students at dental school	

ALTERNATIVES	RESOURCES
NEED: DAILY MEALS	
Buy meals out	
Cook meals at home	
Heat up convenience foods	
Employ a cook	
Get a job where meals are provided	
Live in a boarding house or dormitory where meals are provided	

ALTERNATIVES	RESOURCES
NEED: CHILD CARE	
Private nursery school	
Day care center	
Day care home	
Have babysitter come in	
Take children to work	
Ask relative or friend to babysit	
Exchange babysitting services	

RESOURCE DEMAND/SUPPLY Graph

Directions: Below the heavy horizontal line, shade in each bar of the graph to indicate how much you are using of what you presently have of each resource.
Enter additional resources you have available (if any) in the blank box and shade these also.
Above the heavy horizontal line, shade in each bar of the graph to indicate how much you could increase each resource.



NEEDS, VALUES, GOALS worksheet

Directions: In each box under section I, "Good/Service Alternatives", list identified good/service alternatives.
In section II list identified needs, values and goals of self, family and community which would be supported by each good/service alternative.

	II. NEEDS, VALUES, GOALS		
I. GOOD/SERVICE ALTERNATIVES	SELF	FAMILY	COMMUNITY
	III.		

CONSUMER APPENDIX F

ALTERNATIVE/OUTCOME

Directions: In Column I, list identified good/service alternatives.
In Column II, list all possible outcomes of each alternative.

I. ALTERNATIVE	II. OUTCOME(S)

ANNOTATED BIBLIOGRAPHY

MANAGING INDEPENDENT LIVING PROGRAM

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
A Woman's Place	Council on the Economic Status of Women (1978) Room 400 SW State Office Bldg. St. Paul, MN 55155 Free	Compilation of newspaper columns which answer questions related to the economic status of women in Minnesota; basic information on state and federal laws affecting women; consumer, education, employment, family law, and finance issues; listing of further resource materials; for student and teacher use.
Ahern, Dee Dee The Economics of Being a Woman	McGraw-Hill Book Co. New York, NY (1976) $3.95	Facts and myths of laws concerning money and property in marriage, divorce, widowhood, examines means to evaluate money sources - paychecks, social security, pensions, insurance, credit; for student and teacher use.
Alberti, R.E. & M.L. Emmons Your Perfect Right	Impact Publishers (1974) P.O. Box 1094 San Luis Obinspo, CA 93406	Concept of assertiveness; role of assertiveness, application in personal life. Teacher use.

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AUTHOR AND TITLE	PUBLISHER, DATE ADDRESS & COST	DESCRIPTION & USE
American Vocational Journal	American Vocational Assoc., Inc. 1510 H. St. N.W. Washington, D.C. 20005 $8.00	Published monthly, September through May, the journal provides information on vocational exploration, with features on current vocational opportunities.
Anderson, Gregory & Helen Farmer Interest Inventories: A Counselor's Sourcebook.	Illinois Office of Educ. (1977) Dept. of Adult, Vocational and Technical Education 100 N. First St. Springfield, Ill. 62777	Addresses the needs of high school counselors and reivews vocational interest inventories. Each inventory is reviewed as to general description, relevance as to age, reading level, norms, cost, time to administrate, and offers a critical review; the issue of sex bias is also included; reference for high school and vocational counselors.
Anema, Durlynn Don't Get Fired! - 13 WAys to Hold Your Job	Janus Book Pub. (1978) The American School Products Co. 208 Scarborough Court Valpariso, IN 46383 $2.95	13 photo-dialogues show young workers in realistic confrontations with bosses, fellow workers, or customers; exercises help students understand and evaluate what has happened; for student and teacher use.
Angell, William The Renters' Guide	Univ. Extension Service (1973) University of Minnesota St. Paul, MN 55101	A checklist for renters; identifies considerations regarding leases, housing environment, renting vs. home ownership; for student and teacher use.
Angell, William Balancing Your Housing Needs and Resources	Univ. Extension Service (1973) University of Minn. St. Paul, MN 55101	Guide for determining housing costs, expenses; housing options, alternatives; for student and teacher use.
Apartment Life	Apartment Life 1716 Locust St. Des Moines, Iowa 50336 $8.00/year	General consumer magazine for the young adult; departments include furnishings, food, health, recreation, music; feature articles with consumer emphasis.

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AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
APL Assessment Survey APL Content Measure	APL Department The American Collge Testing Program P.O. Box 168 Iowa, City, Iowa 52240 Users Guide for each: $1.50	The APL Assessment Survey is a 100-item measure designed to assess knowledge and skill levels across five content areas: consumer economics, occupational knowledge, community resources, health, and governement and law. Approximately 20 items are devoted to each content area. An APL Content Measure containing approximately 40 items is avialable for each content area. Both instruments can be used for program evaluation or diagnostic purposes.
APL Series: Coping in Today's Society Adult Performance Level Project - The University of Texas at Austin	Harcourt Brace Jovanovich, Inc. Chicago, Ill. (1979)	A competency-based curricula designed to develop the major skills required of adults in everyday living; these skills of communication, computation, problem-solving, and interpersonal relations are taught (applied) in relation to daily living situations. The series of 8 sets of materials has within each set a separate reading book, separate student workbook, and a separate teacher manual; two to four cassette tapes are available for each set; for student and teacher use.
Consumer Economics I		Objectives directed towards: counting and currency, measuring and metrics, comparison shopping, ordering food, catalog ordering, care and upkeep of personal possessions.
Consumer Economics II		Objectives directed towards: money management, income tax, social security and insurance, banking services, using credit.
Consumer Economics III		Objectives directed towards: world resources, housing and utilities, car buying and maintenance, advertising techniques, consumer fraud.
Occupational Knowledge		Objectives directed towards: job selection and satisfaction, finding out about job openings, employment agencies, job applications and interviews, legal and financial aspects of employment, effective job behavior.
Community Resources		Objectives directed towards: information and aid, public assistance programs, driving, transportation and reservations, recreation, mass media and public opinion.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Health I		Objectives directed towards: preventive care and health maintenance, nutrition, basic safety measures and first aid, drug control and drug abuse.
Health II		Objectives directed towards: understanding yourself, marriage and the family, parenting and family planning, pregnancy and child birth, child rearing, the adolescent.
Government and Law		Objectives directed towards: government structure and function, civil law and criminal law, citizens' rights and duties, legal documents in your life.
Belina, Virginia. Planning for your Own Apartment	Fearon Pitman Pub. Inc. (1975) 6 Davis Drive Belmont, CA 94002	Identifies the process and means of setting up a household in an apartment; practical approach to how to locate, furnish, decorate, and budget for an apartment; suitable resource for those young adults who are planning for an apartment for their first time.
Bishop, R., A. Perres, D. Wheeler, & J. Eddy. Careereach	McKnight Publishing Co. Box 2854 Bloomington, IL 61701 $3.96	Sequential method for exploring career and self needs; design personal career areas, means to rationally reduce choices to a workable number; worksheets and activities; for student use.
Bishop, R., A. Perres, D. Wheeler, & J. Eddy. Careereach: Teacher's Guide	McKnight Publishing Co. Box 2854 Bloomington, IL 60701 $7.32	Guide which accompanies student work-text, with suggestion for use and implementation of the material; adaptable activities; for teacher use.
Bishop, R., A. Perres, D. Wheeler. Job Search, Seizure, Survival	McKnight Publishing Co. Box 2854 Bloomington, IL 60701 $3.96	Procedures for process of job-hunting; sequenced steps; activities and worksheets accompany the process; for student use.
Bishop, R., A. Perres, D. Wheeler Job Search, Seizure, Survival - Teacher's Guide	McKnight Publishing Co. Box 2854 Bloomington, IL 60701 $7.32	Guide which accompanies student work-text with suggestions for use and implementation of the material, for teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Blaxall, M., & B. Reagan. Women and the Workplace	University of Chicago Press (1979) Chicago, IL 60637 $3.95	Presents proceedings of May 1975 conference on occupational segregation, sponsored by the American Economic Association Committee on the Status of Women in the Economics Profession; identifies the inferior position of women in labor market perpetuated by familial, legal, cultural, and historical pressures; suggests policy changes to achieve a society free from denial of job opportunities on the basis of sex; for student and teacher use.
Bolles, Richard N. The Quick Job-Hunting Map	Ten Speed Press (1979) Box 7123 Berkeley, CA 94707 $1.50	Tool for job-hunting process, self-assessment; creative learning activities; for student and teacher use.
Bolles, Richard N. The Three Boxes of Life	Ten Speed Press (1978) Box 7123 Berkeley, CA 94707 $7.95	Identifies the three stages of education, work, and retirement of our lives and describes practical tools to use to blend learning, achieving, and playing; for student and teacher use.
Bolles, Richard N. What Color is Your Parachute?	Ten Speed Press (1978) Box 7123 Berkeley, CA 94707 $5.95	Job-hunting, self-assessment, and career planning; practical exercises; appendices of books and organizations for further investigation; for student and teacher use.
Bolles, Richard N. & John Crystal Where Do I Go From Here With My Life?	Ten Speed Press (1978) Box 7123 Berkeley, CA 94707 $7.95	Workbook format utilizing systematic approach to job-hunting, career mobility; for student and teacher use.
Cammaert, L., & L. & C. Larson A Woman's Choice: A Guide To Decision-Making	Research Press Co. (1979) Box 3177 Champaign, IL 61820 $6.95	Exercises and activities to illustrate the decision-making process; focuses on self assessment, ability to change, possible career directions; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Campbell, David If You Don't Know Where You're Going You'll Probably End Up Somewhere Else	Argus Communications (1974) 7440 Natchez Ave. Niles, Ill. 60648 Book, spirit masters $7.25 Book $2.25	Guides students in the process of establishing goals, making plans, and exploring factors that influence choices and career decisions; 12 spirit masters complement the book, serving as tools to evaluate interests, abilities, significant others, and experiences in relationship to establishing attainable goals; for student and teacher use.
Campbell, David Take the Road to Creativity and Get Off Your Dead End	Argus Communications 7440 Natchez Ave. Niles, Ill. 60648 Paperback, 21 spirit masters - $11.00	A paperback and spirit master program exploring the relationship between work, energy, a willingness to take risks, and the creative process; for student and teacher use.
Can You Afford to Own a Car?	Media Materials, Inc. Baltimore, MD (1978) $9.95	Identifies the costs involved in owning a car; depreciation, insurance, gas, maintenance; designed for persons having a low reading level, yet can be adapted to serve all adults; for student and teacher use.
Cantin, Donald W. Turn Your Ideas Into Money	Hawthorn Books, Inc. (1972) 260 Madison Ave. New York, NY 10016 $2.95	How to create and develop salable ideas, selling advertising, TV and radio ideas, inventions, protection by copyright patent; sample form letters, forms, contracts; suggested readings; for student and teacher use.
Changing Times	Changing Times, The Kiplinger, Washington Editors, Inc. Editors Park, MD 20782 $12.00/year.	A monthly periodical offering consumer information on subjects of homes finances, taxes, insurances, budgets, investment, with specific features on current consumer products on the market.
The Checkbook	Universal Education and Visual Arts 100 Universal City Plaza Universal City, Cal. 91608 $25.00	Basics of checking account; check-writing, balancing checkbook; two filmstrips, cassette.
Conley, J., W. Wernick Interview Strategies for Career Development	Argus Communications; Niles, Illinois 60648 $5.95	Interview techniques; follow-up activities that enable students to gain knowledge of the world of work and at the same time sharpen their ability to think and express themselves clearly; employment forms, formats; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Consumer Decisions in Housing	Butterick Publishing PO Box 1945 Altoona, PA 16603 (1979) $39.00	Explores what makes a good housing investment; financial arrangements of renting, cooperatives, and fee simple ownership; the auxiliary costs of home-ownership; consumer and tenant rights. Reference for high school students and adults; one filmstrip, one cassette, eight spirit masters, one wall chart, teacher's guide.
Consumer Information	J.C. Penney Co., Inc. (1977) 1301 Ave. of the Americas New York, NY 10019 $19.00	How to find and use marketplace information; expand awareness of sources, evaluation, needs; case studies and activities; student and teacher use. One filmstrip, cassette, poster, teacher's guide.
CONtact, Inc. A Survival Source Book	CONtact Publications (1979) PO Box 81826 Lincoln, NE 68501	A how-to-do-it manual to prepare persons who have been out of the mainstream of a society for the complexities of life; directed to men and women leaving correctional institutions; issues of housing, finances, jobs, education, legal assistance.
CONtact, Inc. The National Ex-Offender Assistance Directory	CONtact Inc. (1979-80) PO Box 81826 Lincoln, NE 68501	A directory listing social service agencies, organizations, and individuals who can be contacted to provide either direct service help or referral for ex-offenders.
Coping in the World of Work: Practice in Problem Solving	Ohio State University The Center for Vocational Education (1977) 1960 Kenny Road Columbus, Ohio 43210	Two filmstrips; acquaints students with the range of job adjustment problems they will encounter as they leave school and enter the world of work; offers a five-step problem-solving approach to deal with these problems; instructor handbook.
Council on the Economic Status of Women	400 S.W. State Office Bldg. St. Paul, MN 55155 Free	Updates council's activities; issues of insurance, social security and inheritance, employment discrimination and equal pay, education, Title IX, child support and property rights, domestic violence, welfare rights and displaced homemakers' program; for student and teacher use.
Credit and the Consumer	Control Data Corp. 8100 34th Ave. S. Mpls., MN 55440 (1976) $375.00	Sequenced learning activities keyed to instructional objectives and goals; types and sources of credit, credit application, credit rating, for individualized or group use; four filmstrips, 12 tapes, resource file of 35 copies of student activities, 35 student manuals, spirit master tests, instructor's guide.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Current Consumer	Curriculum Innovations, Inc. Current Consumer 501 Lake Forest Ave. Highwood, Ill. 60040 $3.50/ yr.	A periodical published September - May containing articles on consumerism, money management, and wise buying of goods and services; for both student and teacher use.
Dictionary of Occupational Titles	U.S. Dept. of Labor (1978) Superintendent of Documents Government Printing Office Washington, D.C. 20402 $8.00	A classification system for all job titles; defines over 25,000 job titles; biennial publication; for student and teacher use.
Dresselhuis, Ellen The Legal Status of Homemakers in Minnesota	Center for Women Policy Studies (1977) 2000 P. St. N.W. Washington, D.C. 20036	Rights of homemaker regarding custody, credit, property ownership, taxes, divorce, insurance; for student and teacher use.
ECCMC Special Bibliography in Vocational and Career Education Personal Preparation, Attitudes, and Life Skills	East Central Curriculum Management Center Dept. of Adult, Vocational and Technical Education (1979) Illinois Office of Education 100 N. First St. Springfield, Ill. 62777	Annotated materials on family relations, securing employment, values and goals; includes references for high interest, low reading level, for student and teacher use, and for independent use by students. The references listed are available on free loan from the ECCMC.
Erdman, Jane (Ed.) The Job Market	The Job Market (1979) Box 29123 Brooklyn Center, MN 55429 $2.00	Data on employment opportunities and labor market conditions, specifically in the state of Minnesota; career planning and interviewing skills; information on post secondary training and financial aid opportunities; a practical, factual, current reference for both student and teacher use.
Feingold, S. Norman Counseling For Careers In The 1980's	Garrett Park Press (1978) Garrett Park, Maryland 20766	Capsulizes challenges of role of the counseling profession in a highly industrialized, technologically oriented U.S. nation; nature of jobs in the future, role of career counselor, counseling trends; guide to resource indexes for occupations and careers; selected bibliography; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Finkelstein, Milton, Arthur Nitzburg Living in a Consumer's World	Globe Book Co., Inc. (1974) 175 5th Ave. New York, NY 10010 $6.92	Basic guide for consumer purchase of autos (new and used), food, clothing, appliances, housing (rental and otherwise) insurance and retirement benefits; for student and teacher use.
Fletcher, William, Patrick Kelley Finding a Good Used Car	Janus Book Publishers (1977) Hayward, Cal. $2.65	Types of cars, important car parts, places to purchase used cars; how to appraise a car - what to look for before, during, and after a road test; for student and teacher use.
Gelatt, H.B., B. Varenhorst, R. Carey Deciding	College Entrance Exam Board (1972) College Board Publication Orders Box 2815 Princeton, N.J. 08541 $2.50	Course of study examining decision-making; identifies values, information, strategies; for junior high school students, yet concepts can be adapted for adult use.
Gelatt, H.B., B. Varenhorst, R. Carey, G.P. Miller Deciding: A Leader's Guide	College Entrance Exam Board (1972) College Board Publication Orders Box 2815 Princeton, N.J. $2.00	Decision-making concepts, activities and learning experiences; reference listing on decision-making process; for teacher use.
Gelatt, H.B., B. Varenhorst, R. Carey, G.P. Miller Decisions and Outcomes	College Entrance Exam Board (1973) College Board Publication Orders Box 2815 Princeton, N.J. 08540 $2.50	Course of study in development and application of decision-making skills; emphasis on gathering and evaluating information, clarifying values, establishing strategies; case-studies, problem-solving exercises;can be used in group or individual settings.
Gelatt, H.B., B. Varenhorst, R. Carey, G.P. Miller Decisions and Outcomes: A Leader's Guide	College Entrance Exam Board (1973) College Board Publication Orders Box 2815 Princeton, N.J. 08540 $1.00/copy	Introduction to theory of decision-making; teaching devices; bibliography on decision-making; annotated list of available resources; for teacher use.
Goltry, M. Forms in Your Future	Learning Trends (A Division of Globe Book Co. Inc.) (1975) 175 5th Ave. New York, NY 10010 $2.60	24 forms with directions for completion; forms for social security application, job application, banking and checking forms, car loan application, insurance forms, and tax forms; useful resource for student practice; teacher's guide contains ideas, questions, activities and a sample lesson plan to accompany forms; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Greenleaf, B.K. HELP-A Handbook For Working Mothers	Thomas Y. Crowell, (1978) 10 E. 53rd St. New York, NY 10022 $11.95	Guide to role management; how to manage to be better organized, cope as a single parent, manage an income; how to find child care; for student and teacher use.
Guidebook of Occupational Information Sources	Minn. Occupational Information Coordinating Committee 690 American Center Bldg. 150 E. Kellogg Blvd. St. Paul, MN 55101 (1979)	An inter-agency listing of occupational information sources available at the state and local level; lists types and sources of occupational information; appendix; for teacher use.
Hagberg, J., R. Leider The Inventurers: Excursions in Life and Career Planning	Addison-Wesley Pub. Co. Inc. (1978) Reading, MA $7.95	The step-by-step process of how one can find out what they want out of life and career: ~~and~~ identifies means to take positive action in expanding and exploring options. Includes practical guidelines and exercises which form a systematic map towards a life and career renewal plan for an individual; persons who are considering lifestyle and career changes; innovative resource for student and teacher use.
Hall, B. & M. Severson Minnesota Survival	Holt, Rinehart, and Winston (1979) New York, New York $4.95	Practical skill-building for independent life; essential information to deal with life situations; information reinforced through exercises - procedures, forms, applications regarding housing, employment, finances; glossary; material and forms relevant to Minnesota laws; for student and teacher use.
Herr, Edwin L. (Ed.) Schools and Careers	McGraw - Hill (1977) 1221 Ave. of the Americas New York, NY 10020 $7.15	Comprehensive guide for exploring careers; includes units on school and the real world, curricula and careers, planning a lifetime of living and learning; teachers manual and key included; for teacher use.
Hickey, Mary F. Making It On Your Own	Teaching Resources Films (1975) 357 Adams St. Bedford Hills, NY 10507	Four filmstrips: 1)How to select professional assistance, 2) Making the most of yourself, 3) Understanding your paycheck, 4) Good maintenance makes good sense.
Homes for the Life Cycle	Butterick Publishing (1979) PO Box 1945 Altoona, PA 16603	How housing needs differ for the beginning, the expanding and the contracting family; suggests ways of meeting those needs through a variety of basic design and decision-making skills; for high school students and adults.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
How to Answer When Money Talks	Paul S. Amidon & Assoc., Inc. (1975) St. Paul, MN 55116	Six units covering money management, installment buying, credit rating, savings investment, the full-service bank; learning activities built; for student and teacher use.
Housing Alternatives	Butterick Publishing (1979) PO Box 1945 Altoona, PA 16603 $38.00	Today's housing alternatives of apartments, townhouses, mobile homes, detached houses, and geodesic domes are featured as to structure and financing; emphasis on how one can choose and remodel a home to suit personal needs, resources, and lifestyle; for senior high students and adults.
Housing and Home Furnishings	Butterick Publishing (1975) PO Box 1945 Altoona, PA 16603	Includes filmstrips: 1) Different People, Different Homes; 2) You and Your Living Space; 3) Housekeeping upkeep; 4) Spending Your Housing Dollar; for high school students and adults.
Illinois Office of Education Methods and Materials For Teaching Occupational Survival Skills	Curriculum Publications Clearing house (1978) 47 Horrabin Hall Western Illinois Univ. Macomb, Ill. 61455 $14.95	Resource guide for instructors preparing young people with entry level skills or helping people in the work force improve their present work skills. The individualized activities are in the following areas: working in organizations, motivation for work, understanding self, interpersonal relations, effective communications, using creativity at work, problem-solving, authority and responsibility, leadership, coping with conflict.
Increase Your Career Power	Learning Achievement Corp. and General Programmed Teaching (1973) San Rafael, CA 94903 $9.98	A workbook and cassette kit that goes through the steps of how to identify skills, match skills with classifications of jobs, choose specific job titles, go about getting job information, get a specific job; takes learner through logical sequence process; for student and teacher use.
Information and Referral First Call For Help. Mpls. Area	404 S. 8th St. Mpls., MN 55402 $8.00	Links people with needs to agencies that can assist them; lists community agencies and services for the Mpls. area.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Jongeward, Dorothy and Dru Scott. Women as Winners	Addison-Wesley Pub. Co. Reading, Mass. 1976 (1979 9th printing) $5.95	A practical and positive book of exercises, photographs, case histories, techniques for positive change. Gives insight, awareness, and understanding into women's past and present circumstances, the psychological limitations set on their self-images, and the learned compulsions which shape their life stories. Excellent resource for both instructor and student.
Jobs and Gender	Harcourt, Brace Jovanavich, Inc. (1973) Pleasantville, NY	A two-part filmstrip which examines facts and ideas about how gender may influence vocational choice; questions attitudes; presents new job possibilities for both men and women; case studies of persons in non-traditional jobs. For both student (male and female) and teacher use.
Kaufman, Roger Identifying and Solving Problems: A System Approach (2nd Ed.)	University Associates, Inc. (1976, 1979) La Jolla, Cal. $7.95	Basic concepts of successful planning and doing, using a systems approach to identifying and solving problems; easy-to-follow, illustrated format; background reference regarding the decision-making process; for teacher use.
Keyes, E. Job Information Resource Guide for Vocational Educators	(1977)	Guide has two main sections: 1) a categorized listing of jobs for which less than four years of college are required; 2) annotated resources for specific jobs, general resources, for many jobs and their locations; for teacher use.
Kidwell, Will M. Knowing Yourself	McGraw Hill, Inc. (1977) 1221 Ave. of the Americas New York, NY 10020	Four units designed to promote self awareness and self-exploration; learning activities exploring the dimensions of yourself, your values, your identity, getting organized about yourself; for student and teacher use.
Kimbrell, Grady Individualized Related Instruction For Succeeding in the World of Work	McKnight Publishing Co. (1978) Box 2854 Bloomington, Ill. 61701	Activity workbook on the basics of planning for a career; finding, keeping, and advancing on the job; setting and achieving personal goals. The format is individualized to enable students to complete only those activities which are appropriate to meet current and projected needs. Practical information, directed largely to high school-level students; applicable to lower-learning level student; easy reading, many visuals, for student use.

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AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Kiresuk, Dr. T.J. Guide to Goals	Funded by National Instit. of Mental Health Under auspices of Mental Health Services Development Branch	This guide serves as a technical aid on the process of goal attainment scaling as developed by Dr. T.J. Kiresuk and Dr. R. Sherman; offers a format for an individual to construct their own goal attainment follow-up; can serve as a tool to monitor goal attainment for students; for teacher use.
Kirn, Arthur, Marie O'Donahue Kirn Life Work Planning	McGraw Hill Book Co. (1978) 1221 Ave. of the Americas New York, NY 10020 $10.95	Set of activities to guide toward planning of a life's work; for student and teacher use.
The Know Book: Information and Referral, St. Paul Area (includes Washington, Ramsey, and Dakota Counties)	333 Sibley St. St. Paul, MN 55101 $5.00	Information on resources in the community.
Kraft, Arthur The Living Classroom Putting Humanistic Education into Practice	Harper & Row Publishers (1975) 10 East 53rd St. New York, NY 10022	Strategies for humanizing teaching; for teacher use.
Lakein, Alan How to Get Control of Your Time and Your Life	New American Library (1973) 1301 Ave. of the Americas New York, NY $1.75	How to manage personal and business time; short-term and long-term goals; priorities, daily schedule; time for self; for student and teacher use.
Lamey, Elizabeth 15 Tips on Holding a Job	Career Publishing, Inc. (1970) Orange, CA $.30/ copy	Practical suggestions for coping in the work environment; for student and teacher use.
Lathrop, Richard Who's Hiring Who	Ten Speed Press (1977) Berkeley, Cal. 94707 $5.95	Job finding guides; scouting the job market; self-assessment; resumes; interview preparation; raises; wise use of professional help; listing of who's hiring who - monthly job openings by occupation; index to related occupations; monthly openings by location; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Lederer, Muriel Blue-Collar Jobs For Women	E.P. Dutton (1979) 2 Park Ave. New York, NY 10016	Guide to getting skilled and to a high paying job in the trades; lists and evaluates the 80 best blue-collar jobs for women; for student and teacher use.
Lederer, Muriel The Guide to Career Education	Quadrangel/The New York Times Book Co. (1976) New York, NY $6.95	Provides information that will increase number of options open to students looking for paths to higher education outside a standard 4-year baccalaureate program; descriptions of over 200 trades and skills with the assets required for the jobs and directions for securing the education and training needed; for student and teacher use.
Lee, Wayne Formulating & Reaching Goals	Research Press Co. (1978) 2612 North Mattis Ave. Champaign, IL 61820	Management related to personal goals; overcoming psychological obstacles to performance; exercises and activities; for teacher use.
Leland, W. Howe Taking Charge of Your Life	Argus Communications 7440 Natchez Ave. Niles, Ill. 60648	A book and spirit master program guides students through a process of observing, thinking, and questioning, which directs toward goal attainment; activities to build self-confidence, self-esteem, to enable self to make more productive decisions on how to take charge of their lives; for student and teacher use.
Lopata, Helen Z. Occupation: Housewife	Oxford University Press (1971) New York, NY	A 5-year study of modern American housewives in Metropolitan Chicago in the 1960's provides the basis of the book. Issues focus on the life cycle of role involvement, becoming and being a wife, a housewife, a mother, a neighbor, community involvement. Interesting background reading for students and teachers regarding women in the '60's and their role development of housewife.
Lorrigan, K., M.Griffin, S. McAvoy Apprenticeship: Skilled Women at Work	State of Wisconsin (1978) Dept. of Industry, Labor and Human Relations Division of Apprenticeship and Training Madison, Wis. 53702	Introduces opportunities for women in skilled trades, available training through apprenticeship programs, describes trade areas of construction, industrial, service printing and the specific jobs and training in each area; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Loughary, John & Theresa Ripley Career and Life Planning Guide	Follet Publishing Co. (1976) 1010 Washington Blvd. Chicago, Ill. 60607 $5.95	A systematic approach to the career planning process; exercises to define, clarify and guide a career plan; for student and teacher use.
Maley, Charles H. & Lloyd L. Feinstein It's Your Money - Book I	Steck-Vaughn Company (1973) Austin, Texas	Covers basic money and math concepts, wages, budgeting, wise shopping and geometry for everyday living; for student with low math abilities.
Maley, Charles H. & Lloyd Feinstein It's Your Money - Book II	Steck-Vaughn Co. (1973) Austin, Texas	Covers basic money and math concepts; includes sections on basic math skills, charge accounts, loans, and insurances; for student and teacher use.
Manis, Laura Woman Power	Carroll Press Publishers (1977) Cranston, RI 02920 $5.00	Manual for workshops in personal effectiveness; goal setting, values clarification, decision-making, men-women relationships, lifestyles, role models, assertiveness training, improving communication, leadership training; exercises and learning activities; appendix of women's organizations; for teacher use.
Manpower	U.S. Dept. of Labor Manpower Administration Superintendent of Documents Gov. Printing Office Washington, D.C. 20402 $15.30/year	Official monthly journal of the manpower administration. CETA information, features, book reviews, publications.
Margolius, Sidney How to Cope With the High Cost of Living	Meridith Corporation (1976) Better Homes & Gardens Books 1716 Locust St. Des Moines, Iowa 50336 $9.95	Tips on how to reduce living costs of housing, food, taxes, credit, health care, transportation; for student and teacher use.
Medley, H.A. Sweaty Palms - The Neglected Art of Being Interviewed	Lifetime Learning Publications (1978) Belmont, California $4.95	Practical guide to the interview: preparation, types, enthusiasm, assumption, honesty, doubt, dress, power discrimination, decisions; appendix of commonly asked questions, evaluation factors; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Mellers, Tom The Money Book	Butterick Publishing Co. (1976) 161 Sixth Ave. New York, NY 10012 $2.75	Readings and exercises on money management, credit and its use, savings accounts, checking accounts, taxes, insurance; questions and problem-solving; for student and teacher use.
Metro Council's Housing Relocation Clearing House Newsletter.	Metropolitan Council of the Twin Cities Area Issued monthly 300 Metro Sq. Bldg. St. Paul, MN 55101	Updated information on housing relocation resources.
Miller, Gordon P. Decision-Making Skills	Guidance Associates (1978) White Plains, NY	Identifies decision-making strategies; focuses on a case study of a sophomore in college who faces a career decision between art and business; may be used in group setting or individual basis, offering introduction for discussion of decision-making.
Miller, Gordon P. Life Choices	Thomas Y. Crowell, Publishers (1978) 10 East 53rd St. New York, NY 10022 $8.95	How to apply decision-making process to individual lives, to take action to control own life; format and exercises to build decision-making skills; for student and teacher use.
Minnesota Women and Money	Council on the Economic Status of Women (1979) Room 400 State Office Bldg. St. Paul, MN 55155	A study of economic security for Minnesota Women; myths and realities of insurance, pensions, social security, taxes, credit; for student and teacher use.
Minnesota Tenants Union St. Paul Tenants Union Know Your Rights - A Guide For Tenants in Minnesota	Minnesota Tenants Union and St. Paul Tenants Union (1977) $1.50	A handbook on rights of tenants; focuses on leases, rental agreements, getting repairs made, conciliation court, public housing, organizing, resource phone numbers; for student and teacher use.
Minnesota Occupational Information System (MOIS)		A computer system; print-outs on current occupational information; in-depth information on specific careers requirements, training, providers of training, employment outlook, related careers; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Mitchell, Joyce S. I Can Be Anything - Careers and Colleges for Young Women	College Entrance Examination Board (1978) College Board Publication Orders Box 2815 Princeton, NJ 08560 $7.95	Women and careers, required education, job conditions salary, outlook for future, listing of scholarships, colleges; for student and teacher use.
Money Management Institute Be Credit-Wise	Household Finance Corp. Prudential Plaza Chicago, Ill. 60601 $3.50	Types and sources of consumer credit; advantages, disadvantages, responsibilities involved; for student and teacher use.
Money Management Institute Money Talks	Household Finance Corp. Prudential Plaza Chicago, Ill. 60601 $4.50	Techniques of money management for maximum satisfaction from income; three case studies of different financial situations; for student and teacher use.
Money Management Institute It's Your Credit - Manage It Wisely	Household Finance Corp. (1977) Prudential Plaza Chicago, Ill. 60601 $5.00/ 12 booklets	Well-organized, comprehensive guide on purpose, types, sources, and management of credit; credit-term glossary and methods for computing credit charges; for student and teacher use.
Money Management Institute Money Management Library	Household Finance Corp. (1978) Chicago, Ill.	Each paperback text covers one issue involved in money management: 1) Reaching your financial goals, 2) Your housing dollar, 3) Your home furnishings dollar, 4) Your food dollar, 5) Your clothing dollar, 6) Your equipment dollar, 7) Children's spending, 8) Your recreation dollar, 9) Your automobile dollar, 10) Managing your credit, 11) Your shopping dollar, 12) Your savings and investment dollar. Well-written, informative, current; for student and teacher use.
Money Management Institute Your Housing Dollar	Household Finance Corp. Prudential Plaza Chicago, Ill. 60601 $5.00/12 booklets	How to determine housing needs; meet housing costs if rent, buy, build; evaluation of housing types; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Murphy, P.D. (Ed.) Consumer Education Curriculum Modules - A Spiral-Process Approach	Superintendent of Documents (1974) U.S. Government Printing Office Washington, D.C. 20402 $17.75/set	Comprehensive four-volume curriculum guide for teaching consumer education; process-based; four processes of inquiry, valuing, decision, action; for teacher use.
Occupational Outlook Handbook	Superintendent of Documents U.S. Dept. of Labor Bureau of Labor Statistics 230 S. Dearborn St. Chicago, Ill. 60604 $8.00	Reference information on job duties, education requirements, outlook earnings, paths for advancement; for student and teacher use.
Occupational Outlook Quarterly	U.S. Dept. of Labor Bureau of Labor Statistics	Updates job market information found in the Occupational Outlook Handbook between editions; new trends, emerging jobs, features; for student and teacher use.
Nelson, R. & Allen Perres Decision-Making	McKnight Pub. Co. (1976) Bloomington, Ill. Student work-text $3.96 Teacher's Guide - $7.32	Introduces students to the reality of decision-making; offers a practical system for approaching problem-solving and decision-making situations; for student and teacher use.
Nesbitt, Barbara Basic Buying Skills	Milliken Publishing Co. (1977) St. Louis, MO $3.95	Set of duplicating masters covering skills for wise buying; for teacher use.
Nesbitt, Barbara Income & Expenses	Milliken Publishing Co. (1977) St. Louis, MO	Set of duplicating masters covering money management topics; for teacher use.
Occupational View Deck	Chronicle Guidance Publications (1978) Moravia, NY 13118 $90.00	A guidance career tool consisting of a set of worksheets, an instructional manual, book of occupational profiles, set of personal profile worksheets and set of transparent overlays. The purpose of this instrument is to choose careers for which one might be suited, through the process of elimination; for student use.
Olson, Helen F. & Beryl Goldsweig Decisions	Scholastic Book Service (1975) 904 Sylvan Ave. Englewood, NJ 07632 $149.50/set	Collection of prose and poetry on the theme of decisions; could be used by students and teachers as springboard for discussing decisions; learning activities; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Osborn, R.H. Developing New Horizons For Women	McGraw - Hill Book Co. (1977) New York, NY	Assists women to gain self-knowledge and to relate this to making career choices; potential seen as interaction of climate, motivation, abilities, interests, personal qualities, and choices times education; examines choices and decision process; short and long-range goals; for group or individual use.
The Owner's Manual	Prepared by the Office of the Mayor (St. Paul, Minnesota)	Information on the range of services and things to do in St. Paul.
Penney's Forum	J.C. Penney Company, Inc. New York, NY Free	Published bi-annually; offers curriculum ideas, teaching techniques, and special features such as value clarification, consumerism, attitudes, behavior, and human potential; for teacher use.
Primavera, Joanne Budgeting Learning Activity Package	United Graphics, Inc. (1975) Seattle, Washington	Identifies a seven-step process toward making a budget; presents the practical mechanics of budgeting; for student and teacher use.
Raths, L. Values and Teaching	Charles E. Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216	Outlines a theory of values and methodology for clarification; how to assist others to clarify own values; for teacher use.
Real World: A Look Ahead at Life and Work	King Features Syndicate, Inc. 235 East 45th St. New York, NY 10017	Published monthly, September through May, each issue explores careers and the work world; features on jobs, industries, employment outlook, case studies; for student use.
Reed, John (Ed.) Resumes That Get Jobs	Arco Publishing Co. Inc. (1976) 219 Park Ave. S. New York, NY 10003 $3.00	Identifies resume components, basic form, general cover letters; model resumes for 66 specific job positions; interview techniques; social security facts; for student and teacher use.
Richey, Jim Job Application Language: A Survival Vocabulary	Janus Book Publishers (1978) 3541 Investment Blvd. Hayward, Cal. 94545 $2.25	Helps secondary and adult slow readers master words found on job application forms; exercises to practice and become familiar with job application forms and formats.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Rudenstine, David The Rights of Ex-Offenders	Avon Books (1979) 959 8th Ave. New York NY 10019 $1.95	Examines offender's rights in public and private employment, divorce, personal finance, occupational licensing, insurance, government programs; listing of state and national organizations providing job assistance to ex-offenders.
Satir, Virginia Making Contact	Celestial Arts (1976) 231 Adrian Road Millbrae, Cal. 94030 $3.95	Building self-esteem with communication skills; contact with self and others; process of contacts; how, where change can begin; for student and teacher use.
Scholz, Nelle, Judith Prince, & Gordon Porter Miller How To Decide: A Guide For Women	College Entrance Exam. Board (1975) College Board Pub. Orders Box 2815 Princeton, NJ 08540	Career decision-making process; focus on women; choices, risks, roles; exercises; for student and teacher use.
Scott, Niki The Working Woman	Sheed Andrews and McMeel, Inc. (1977) 6700 Squibb Road Mission, Kansas 66202 $4.95	Examines how other working women cope with specific problems facing the working woman; issues of working mothers, working wives, the job, recognizing needs of self and others; for student and teacher use.
Simon, Sidney B. Beginning Values Clarification	Pennant Press (1975) San Diego, Cal. 92120	Activities, ideas for exploring values; creative approaches; for student and teacher use.
Simon, Sidney B. Meeting Yourself Halfway	Argus Communications (1974) 7440 Natchez Ave. Niles, Ill. 60648	Offers 31 values-clarification strategies for daily living; assists adults to identify and examine personal values, understand themselves, build better self-images and become more independent and confident; can be adapted to fit any age group and utilized in both a group and individual setting.
Smith, Manuel J. When I Say No I Feel Guilty	Bantam Book (1975) $2.50	Systematic assertiveness training; assertive skills, to learn how to cope with life's problems and conflicts; for student and teacher use.
Stanat, Kirby Job Hunting Secrets and Tactics	Follett/Westwind (1977) Follett Pub. Co. 1010 W. Washington St. Chicago, Ill. 60607 $4.95	Background information, principles, and tactics of the hiring process; identifies employers, power, tools, tactics, attitudes; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Statewide Inventory of Persons and Agencies Involved in Providing Education and/or Career Information	Minn. Higher Education Coordinating Board Education Information Centers (1979)	Listing of providers of education and career information services throughout Minnesota; for teacher use.
Strong, Edward K. & David P. Campbell Strong-Campbell Interest Inventory	Stanford Univ. Press Stanford, Cal.	An interest inventory test; 325 items to answer, including occupational titles, school subjects, activities, amusements, recreation, person preferences, activity preferences, personal characteristics; grade level: 8th-adult; 8th grade reading level; average time required: 30-45 minutes; for student use.
Subsidized Housing Handbook	Metropolitan Council of the Twin Cities Area (1978) 300 Metro Square Bldg. 7th St. and Robert St. St. Paul, MN 55101 $2.50	Information on subsidized housing programs, eligibility requirements, lists and descriptions of low and moderate income housing units, list of agencies providing housing services; for student and teacher use.
Survival Guide	Lakeshore Curriculum Materials Co. (1976) 2695 E. Dominguez St. PO Box 6261 Carson, Cal. 90749 $12.95	Practical guide to job applications, social security, budgeting, banking, credit, renting, consumer purchasing forms, activities; for student and teacher use.
Survival Resources	Y.E.S. (Youth Emergency Service, Inc.) (1978)	Listing and descriptions of community resources in the metro area regarding health, welfare, counseling services.
Tavris, Carol A Woman's Place	Warren Schloat Productions, Inc. (1974)	Four filmstrips; examines status of modern women in society. 1) Images, 2) Biology and Destiny, 3) Myths, 4) The Women's Movement; can be used in both group and individual setting.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Texas Tech. University College of Home Economics Dept. of Home Economics Education Consumer Education (Specialized Course)	Home Economics Instructional Materials Center (1971, 1977 revised) Texas Tech. Univ. Lubbock, Texas	The guide is based on the philosophy of teaching consumer education based on decision-making and the management process. Enables students to identify and analyze their values, needs, wants, resources, and goals, and consequently to make rational decisions regarding the myriad of choices in the marketplace; major concepts include effective consumer management, allocation of resource, principles of consumer purchasing, consumer buying, consumer citizenship, and the consumer and the economy; for teacher use.
Uduari, Stephen & Janet Laible Family Money Management	Steck-Vaughn Co. (1973) Austin, Texas	Cover basic money concepts related to income, expenses, family spending plan, banking, credit, and savings; useful resource for those students with a low reading level.
Walker, Glen Credit Where Credit Is Due	Holt, Rinehart, Winston (1979) 383 Madison Ave. New York, NY 10013 $4.95	Federal and state laws that protect the consumer in getting and using credit; women and credit; bill collectors; for student and teacher use.
Weagraff, P. & J. Lynn Making Decisions Work	McGraw Hill (1977)	Comprehensive exploration of decision-making process; elements, influences; activities; for student and teacher use.
Weiland, B. & E. Bolgin (Ed.) A Guide to Independent Living	Butterick Publishing Co. (1975) 708 3rd Ave. New York, NY 10017 $3.95	Practical guide on the basic facets of everyday living on your own - apartment leases, insurance, taxes, budgeting, consumer purchases; for student and teacher use.
Winter, M.A. Mind Your Own Business, Be Your Own Boss	Prentice-Hall, Inc. (1980) Englewood Cliffs, NJ 07632 $6.95	Guide to starting a business and succeeding; raising capital, examples of women entrepreneurs, management, resources for more information on specific business ventures; for student and teacher use.
Women's Enterprises of Boston Earning a Breadwinner's Wage: Non-Traditional Jobs for Women on AFDC	Women's Enterprises of Boston, Inc. (1979) 739 Boylston St. Boston, MA 21116 $2.50	Practical guide to help women enter non-traditional jobs in skilled and technical fields; for student and teacher use.

AUTHOR AND TITLE	PUBLISHER, DATE, ADDRESS & COST	DESCRIPTION & USE
Women's Work	Women's Work, Inc. 1302 18th St. N.W. #203 Washington, D.C. 20036 $9/yr. individuals $18/yr. institutions	Practical advice for women seeking employment, money management, work and lifestyle, skill-building; bimonthly publication.
Worthington, Carolyn Lifestyles: Options for Living	Butterick Publishing (1976) 708 3rd Ave. New York, NY 10017 $85.00	Four filmstrips; 1) What is a Lifestyle?, 2) Values, Goals, Decisions, 3) Making Changes, 4) Decisions in Action; directed more toward students, yet main ideas can be adapted for adult use.
Yeomans, William Jobs '80 - '81	Paragon Books (1979) G.P. Putnam's Sons 200 Madison Ave. New York, NY 10016 $4.95	Forecasts the 1980-81 labor market; job-hunting skills; strategies for minorities and women; guidelines for moving up; an annotated directory of over 100 types of specialized and non-specialized jobs; for student and teacher use.
Your Space and Mine - A Behavioral Approach to Environments	J.C. Penney Co. (1975)	Investigates the interrelationships of personal space, sensory cues, environmental messages, personalization of surroundings, and behavioral setting; stimulates awareness and analysis of environment.
Zimmeth, Mary The Women's Guide to Re-Entry Employment	Gabriel Books (1978) Minnesota Scholarly Press PO Box 224 Mankato, MN 56001	How to secure the job you want and to become an effective employee, from the unique standpoint of the re-entering homemaker; job search through personal need assessment, researching jobs, resumes, application letters and forms, interviewing do's and don't's; worksheets and exercises; extensive bibliography on the working woman; for student and teacher use.

LISTING OF COMMUNITY RESOURCES

CAREER AND LIFE PLANNING

All the Good Old Girls P.O. Box 2021, Mpls, MN 55420 888-6234. Provides support and encouragement to women holding or aspiring to hold positions of responsibility and influence in the working and civic community. Exchange of communication, education, and information.

Career Clinic - YWCA Suburban YWCA, 7411 85th Ave. N., Brooklynn Park, MN 55445, 425-4541, Ext. 231. Career planning, testing counseling.

Career Clinic - Lakewood Community College 3401 Century Ave., White Bear Lake, MN 55110, 770-1331 Provides career planning, testing, and counseling for women re-entering work force, changing careers, or seeking upward mobility.

Community Resource Center 701 8th Ave. N.W., New Brighton, MN 55112 631-9302. Provides career planning, testing, and counseling for women, through classes and workshops.

Continuing Education For Women - University of Minnesota 200 Westbrook Hall, 77 Pleasant St. S.E., Mpls, MN 55455, 373-9743.

CHART (Center for Humanism, Awareness, and Resource Training) 123 E. Grant St. #1210, Mpls., MN 55403, 871-9100. Offers personal growth, career and life-planning seminars for women facing life and work transition.

Metro Center for Displaced Homemakers 2344 Nicollet Ave. A., #240, Mpls, MN 55404, 874-6636. Career counseling, job re-entry, change, advancement. Workshops, individual, and per group sessions. Sliding fee scale. (Sponsored by Working Opportunities for Women).

W.O.W. (Working Opportunities for Women) 2344 Nicollet Ave. S., #240, Mpls, MN 55404, 374-6636. 2233 University Ave., #340, St. Paul, MN 55114, 647-9961. Career counseling, job re-entry, change, advancement. Workshops, individual, and peer group sessions.

MPLS. Better Jobs for Women 2636 Portland Ave. , Rm 205, Mpls, MN, 348-8900. Serves to recruit, encourage, and support women in non-traditional jobs, guiding more women into apprenticeship programs.

L.E.A.P. (Labor Education Advancement Program) 1210 Glenwood Ave., Mpls, MN 55404, 374-2530. 401 Selby, St. Paul, MN 55102, 646-0791. Recruits, counsels, and places women in a variety of high-paying jobs traditionally held by men. Apprenticeship out-reach program. Construction trades.

CHILD CARE

Children's Home Society of Minnesota 2230 Como Ave., St. Paul, MN 55108, 646-6393. Provides services of pregnancy counseling, foster home program, adoption service, day care centers, individual and family counseling.

Enablers 320 Wright Building, 2233 University Ave., St. Paul, MN 55114, 647-0711. A private, nonprofit agency which provides resources, technical assistance, consultation to youth, serving groups in the metro area. Published "1978 Catalog", a directory of youth services and agencies which serve youth aged 6-25.

Greater Minneapolis Day Care Association 111 E. Franklin, Rm. 104, Mpls, MN 55404, 871-3103. Child care coordinating agency providing information and referral to those seeking service and employment in the field. Offers resource booklet for parents.

Hennepin County Day Care Unit Govenment Center, 300 S. 6th St., Mpls, MN 55415, 348-6688. Referrals for children of all ages. Gives referrals for licensed family day care, centers, or homes.

Ramsey County Welfare Department 160 E. Kellogg, St. Paul, MN 55101, 298-4260. Information and referral for day care centers and family.

HOUSING

Hidden Ranch 2048 James Ave. N., Mpls, MN, 522-6554. Housing for "responsible women with goals in their life", Must be working/no strict house rules/house mother. Contract/timetable made between P.O., Director, Woman. 3 weeks probation, works closely with P.O.

Housing and Redevelopment Authority (HRA) Metro HRA Metro Square Bldg., St. Paul, MN, 55101, 291-6397 St. Paul HRA, 261 E. University Ave., St. Paul, MN 55101, 298-5158, Minneapolis HRA 217 S. 3rd St., Mpls, MN 55401, 348-2525. Offer low-income public housing, rent assistance programs, relocation programs for displaced persons.

Housing Information Office - City of St. Paul 21 W. 4th St., St. Paul, MN 55102 298-5591. Housing information, counseling, referrals.

PI House 581 Portland, St. Paul, MN 55102 Transitional housing facility for women recently paroled and women seeking emergency housing.

St. Paul Tenants Union 500 Laurel Ave., St. Paul, MN 55102, 224-9186. Provides information and advocacy for tenants rights and arbitration assistance.

CRISIS INTERVENTION AND GENERAL INFORMATION

Information and Referral - "First Call for Help", Mpls Area   404 S. 8th St., Mpls, MN 55402, 340-7431. Links people with needs to agencies that can assist them. Directory available.

Information and Referral - St. Paul Area   (Includes Washington, Ramsey, and Dakota Counties). 333 Sibley St., St. Paul, MN 55101 291-8393. Connects people with needs to agency that can help them. Directory available.

Hennepin County Welfare Department   Government Center, 300 S. 6th St., Mpls, MN 55415, 348-3000. General information. 348-8125. Human Services.

Ramsey County Welfare Department   160 E. Kellogg, St. Paul, MN 55101, 298-4260.

Catholic Social Service of St. Paul   355 Washington St., St. Paul, MN 55102, 222-3001. Programs offered: adoption, debt counseling, personal and family counseling, family life education, foster care, in-home supportive services. No religious affiliation necessary.

Family Service of St. Paul   355 Washington St., St. Paul, MN 55102, 222-0311. Programs offered: chemical abuse program, financial counseling, family counseling, services for the aging.

Jewish Family and Children's Service   811 LaSalle Court, Mpls, MN 55402, 338-8771. Family, individual, couple counseling; foster care, adoption placement. No religious affiliation necessary.

Multi Resource Centers (MRC)   1900 Chicago Ave., Mpls., MN 55404, 871-2402. 8800 W. Hwy. 7, St. Louis Park, MN, 935-5517. Provide comprehensive resocialization and vocational services.

Y.E.S. (Youth Emergency Service, Inc.)   339-7033, 339-0895. Anonymous and confidential phone counselling, information, and referral (24 hours/day).

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EMPLOYMENT

Minnesota State Civil Service (Minnesota Department of Personnel) 3rd Floor, Space Center Building, 444 Lafayette Rd, St. Paul, MN 55101, 296-2616.

Civil Service Federal Job Information Metro area: 725-3355, Toll-free: 1-800-522-1244.

Minnesota Department of Economic Security (Job Service) Job information service; computerized network listing of jobs filed dialy with each of the Minnesota Job Service Offices. No fee.

Anoka: 427-5440
Bloomington: 884-7405
Burnsville: 890-8758
Coon Rapids: 786-6000
Crystal: 537-0563
Hopkins: 935-5521
Minneapolis: 333-0192
Northeast Minneapolis: 348-4777
St. Paul: 296-8718
St. Paul, Midway: 645-0875
Shakopee: 445-7330
South St. Paul: 455-2271
White Bear Lake: 777-8162

CETA (Comprehensive Employment and Training Act) Provides vocational assessment, training opportunities, career development, occupational training, on-the-job training, and work opportunities for eligible persons. Support services; over 50 offices throughout the State.

City of Minneapolis/ Minneapolis CETA Offender Program
339-8521, ext. 50
Suburban Hennepin County CETA/ HIRED North 536-0777, MRC West 935-5517, HTC South 888-4955
St. Paul CETA 298-5060
HIRED St. Paul 227-0671

LEGAL AID

Legal Aid Society of Minneapolis 501 Park Ave., Mpls, MN 55415, 332-1441. Family Law 332-3479. Legal services and welfare advocacy for low income people. Civil matters.

Legal Assistance of Ramsey County, Inc. - St. Paul 370 Selby, St. Paul, MN 55102, 222-5683. Legal services and welfare advocacy for low income people. Civil matters.

Minnesota Women's Lawyers Association 3006 Kellogg Square, St. Paul, MN 55101, 291-7628. Publishes annual directory of listing of women lawyers in Minnesota.

Women's Information Line Metro area: 296-8590; toll-free: 800-652-9744. Information on women's legal and economic rights in Minnesota.

Women Helping Offenders 711 W. Lake, Suite 417, Mpls, MN 55408, 824-0741. Employment, court advocacy counseling for ex-offenders.

SERVICES FOR WOMEN

Chrysalis - A Center for Women 2104 Stevens Ave. S., Mpls, MN 55404, 871-0118. Counseling and referral, especially chemical dependency and mental health. Women's advocacy on health, welfare, name change, housing, consumer and legal problems.

Harriet Tubman Center P.O. Box 7026, Powderhorn Station, Mpls, MN 55407, 827-2841. Emergency shelter for battered women and children; support services.

Women's Advocates 584 Grand Ave., St. Paul, MN 55102, 227-8284. Emergency food and shelter for battered women, advocacy and counseling, phone consultation, referral. 24 hour service.

Minnesota Women's Center 306 Walter Library, University of Minnesota, Mpls, MN 55455, 373-3850. Career, educational, and personal counseling. Resource and referral center, library. Services the entire state.

Council on the Economic Status of Women 400 S.W. Office Bldg., St. Paul, MN 55155, 296-8590. Provides information on credit, insurance, social security and inheritance, employment discrimination and equal pay, education, child support and property rights, domestic violence, welfare rights, and displaced homemaker programs.

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Goal Plan

(To be completed by participant in cooperation with instructor when instruction is initiated)

Name: ____________________

Problem Area: ____________________

Major Goal: ____________________

Date by which goal is to be achieved: ____________________

Weight Assigned:

3) Utmost Importance
2) High Importance
1) Important

Key: Degree of Goal Attainment

1) Met goal beyond expectation
2) Met goal as stated
3) Made some progress toward goal
4) Made no progress toward goal

Progress Record

(To be completed weekly by participant in cooperation with instructor)

Date	Weekly Goal(s) and Activities	Date	Progress Made Toward Weekly Goals	Degree of Goal Attainment

Progress Record (Cont.)

Date	Weekly Goal(s) and Activities	Date	Progress Made Toward Weekly Goals	Degree of Goal Attainment

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(attach additional progress record sheets as needed)

Individualized Instruction Session Record Form
(to be completed by instructor for each individualized conference)

Name:

Meeting Place:

Meeting Time:

Length of Meeting:

Topics Discussed:

Plans made, goals set, decisions worked on:

Plans made for measuring attainment of goals, completion of plans, decision made:

Progress on goals from last time:

Goals for next time:

Teaching/Learning Activities (mode of delivery, equipment used, written material used, teaching strategies):

Rewards or reinforcements given:

Community agencies used or planned to use:

Behaviors observed (posture, eye contact, other non-verbal cues):

Instructor assessment of meeting:

Case Record Form

A. **Personal Data**

1. Name ______________________________

2. Age ______________________

3. Occupation (most recent) ____________________

4. Race ________

5. Offense(s) ______________________________

6. Educational level obtained, other training, schooling ____________________

7. Psychological testing, counseling reports, emotional make-up ____________________

B. **Employment History**

1. Types of jobs held ______________________________
(full-time, part-time) ______________________________

2. Income Range ______________________________
Special skills, aptitudes, interest (for example, typing, bookkeeping, artistic) __________

3. Type of vocational training or occupation that person wants or what type of work __________

4. Comments on person as an employee: (from records, verbal reports, other) __________

C. **Community Experiences** (social service, education, institutions)

1. Institutions/agencies client has interacted with (to what degree) ____________________

2. Welfare involvement--amount and types of financial assistance (ADC, MED asst.) ______

3. Comments on involvement with social agencies ______

4. Participation in education (within corrections, outside of corrections) ______

Comments: ______

D. Family and Home History

1. Marital status ______
2. Number of children ______
3. Status of children now and in future (with whom are they living now?) ______
4. Neighborhood environments encountered (rural, urban, county of residence) ______

Nature of living situation prior to entry ______

5. Comments about home and family supplied by others (counselors, etc.) ______

6. Comments (provided by client)
Plans for interaction with family
Previous concerns encountered with family before entry into institution
Problems or concerns about family-significant others at present time
Expected concerns about family upon release (desired living situation, expected living situation)

______

7. Comments instructor may have regarding client

E. Participation in Managing Independent Program

1. Comments by client on program (weaknesses, strengths, usefulness)

2. Extent of involvement and interest of client

3. Type of goals and concerns communicated to instructor and others

4. Accomplishment of goals, willingness to set goals, work on them

5. Progress as seen by instructor and other institutional staff:

   a. areas most improved upon

   b. areas that need more improvement

F. Client's future (vocationally, personally)

Implied or stated by client (vocational plans, schooling)

Managing Independent Living

Individualized Instruction

Please give any suggestions and reactions you have about the follow-up sessions. We need your comments in order to know what to change and what to keep the same. Below is a list of questions relating to these sessions.

1. Of what value were the follow-up sessions to you: Check one.

____ No value at all.

____ Somewhat valuable.

____ Valuable.

____ Very valuable.

2. In what areas did you learn the most?
(for example, money management, housing children, interpersonal relations, etc.)

3. Check the comments below that express your feelings about the follow-up sessions. Check the ones you feel most strongly about.

_____ Helped me in some areas of my life.
_____ A waste of time.
_____ Learned useful information.
_____ Did not need the sessions.
_____ Needed more time for the sessions.
_____ Helped me to feel more confident.
_____ Sessions could be done in a shorter time period.
_____ Did not help me plan for the future.
_____ Personally enjoyed the sessions.
_____ Helped me plan for the future.

Participant Rating Form

As you complete this questionnaire, please rate how you perceive the background and skills of the participant.

1) Generally, I know this women

______ very well

______ well

______ somewhat

______ hardly at all

I. Nature of Women's Current Relationships:

	Very supportive for woman	Somewhat supportive for woman	No relationship or is unknown	Somewhat stressful for woman	Very stressful for woman
2) This woman's relationship with her children is:					
3) This woman's relationship with her parents is:					
4) This woman's relationship with her husband/ male companion(s) is:					
5) This woman's relationship with her female friends is:					
6) This woman's relationship with her work associates is:					
7) This woman's interaction with correctional services is:					
8) This woman's interaction with welfare services is:					
9) This woman's interaction with institutions of education is:					

II. The Woman's Competence in Life Situations:

	Disagree Strongly	Disagree Somewhat	Not Sure	Agree Somewhat	Agree Strongly
10) Overall, this woman is a very competent person:					
11) This woman is very competent at establishing personal goals:					
12) This woman is very competent at considering lifestyle alternatives:					
13) This woman is very competent at considering career alternatives:					
14) This woman is very realistic about her situation in life:					
15) This woman is very flexible to change her ways of acting:					
16) This woman is very competent at managing her financial resources:					
17) This woman is very competent at selecting appropriate housing:					
18) This woman is very competent at acquiring the goods and services she needs:					
19) This woman is very competent at selecting a career:					
20) This woman is very competent at getting and maintaining the job she wants:					
21) This womn is very competent at using community resources:					
22) This woman is very competent at effectively utilizing educational resources:					
23) This woman thinks through situations before acting:					

	Disagree Strongly	Disagree Somewhat	Not Sure	Agree Somewhat	Agree Strongly
24) This woman makes good decisions:					
25) This woman is very immature:					
26) This woman is too rigid to change her ways:					
27) This woman generally feels that she is in control of what happens to her:					
28) This woman generally feels that she is a very competent person:					
29) This woman takes a positive leadership role with other persons:					
30) This woman is very hostile toward others:					
31) This woman is very passive around others:					
32) This woman is very withdrawn socially:					
33) This woman is co-operative with attempts to help her:					
34) This woman is very responsible for taking care of herself:					
35) This woman makes an effort to help others with their problems:					
36) This woman is very emotional under stress:					
37) This woman tends to not express her feelings when under stress:					
38) This woman deals with conflict well:					

III. Informational Resources:

39) What kinds of information or experiences might this woman have had during her incarceration that would have made her transition in to the community easier?

IV. Strategies for Change:

	Disagree Strongly	Disagree Somewhat	Not Sure	Agree Somewhat	Agree Strongly
40) An essential aspect of assisting this woman would be to provide more relevant information about the demands and processes of daily life.					
41) An essential aspect of assisting this woman would be to provide more relevant information about how to change the nature of her social and familial relationships:					
42) An essential aspect of assisting this woman would be to provide more financial or career opportunities for her:					
43) An essential aspect of assisting this woman would be to alter her sense of herself:					
44) An essential aspect of assisting this woman would be to provide her sekills to use in making better decisions.					
45) An essential aspect of assisting this woman would be to change how she behaves/communicates towards others.					
46) An essential aspect of assisting this woman would be to change how institutions deal with her:					